DOCUMENT RESUME

ED 234 807	IR 050 439
TITLE	Reference and Information Services. The Bookmark, Volume 41, Number II, Winter 1983.
INSTITUTION	New York State Library, Albany.
PUB DATE	83
NOTE	79p.
AVAILABLE FROM	New York State Library, Gifts and Exchange Section, Albany, NY 12230 (subscription for one year $1.50, individual copies $.50 each).
PUB TYPE	Collected Works - Serials (022) -- Viewpoints (120) -- Reports - Descriptive (141)
JOURNAL CIT	The Bookmark; v41 n2 Win 1983
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Academic Libraries; Adolescents; *Information Services; Learning Resources Centers; *Library Services; Library Surveys; Local History; Microcomputers; *Online Systems; Pamphlets; Public Libraries; *Reference Services; State Libraries
IDENTIFIERS	Information Overload; Information Resources Management; *New York

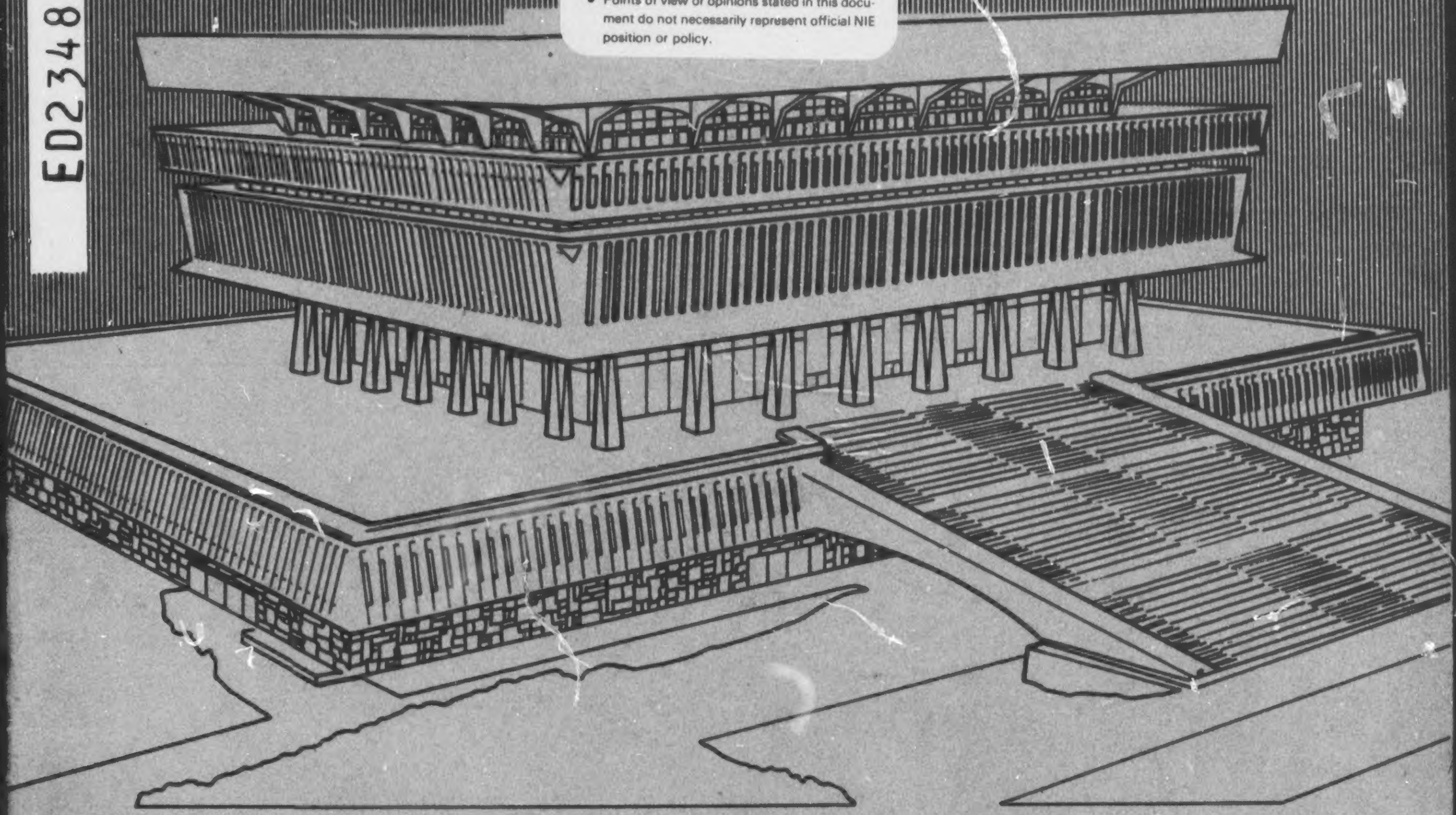
ABSTRACT

Thirteen articles comprise this issue on reference and information services: (1) "Librarianship as Information Resources Management," by Bettina H. Wolff; (2) one librarian's views on misinformation, disinformation, and information overload, by Murray Bob; (3-6) descriptions of reference and information services at the John Jay College of Criminal Justice by Marilyn Lutzker, at the University of Rochester Health Sciences Library by Lucretia McClure, at Vassar College by Bernice K. Lacks, and at the State University of New York at Oswego by Blanche Judd; (7) "Reference and Information Services in the Small Academic Library," by Marva L. DeLoach and Elois A. Morgan; (8) "Pamphlet Collection Development (at St. Bonaventure University)" by Michael D. Spencer; (9) "Reference and Information Services in the Information Society: Possibilities for the School Library Media Center," by Jeanne English; (10) "Local History as an Information Service," by Sheldon L. Tarakan; (11) a description of uncomputerized reference and referral services at a small public library in Malone, New York, by David W. Minnich; (12) a report on a survey on the use of computerized literature searching at the New York State Library by Toni Risoli; and (13) a report by Patricia Boylan and others on a survey of young adult services in New York's public libraries. (ESR)

****
*   Reproductions supplied by EDRS are the best that can be made   *
*   from the original document.   *
****

ED234807

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
● Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.



The Bookmark

THE UNIVERSITY OF THE STATE OF NEW YORK / THE STATE EDUCATION DEPARTMENT / THE NEW YORK STATE LIBRARY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Robert Trombley
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

IR050439

Reference and Information Services

NEW YORK STATE LIBRARY
1818

Winter 1983

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University (with years when terms expire)

1988	Willard A. Genrich, Chancellor, LL.B., L.H.D., LL.D., Litt.D., D.C.S., D.C.L.	Buffalo
1988	J. Edward Meyer, Vice Chancellor, B.A., LL.B., L.H.D.	Chappaqua
1986	Kenneth B. Clark, A.B., M.S., Ph.D., LL.D., L.H.D., D.Sc.	Hastings on Hudson
1989	Emlyn I. Griffith, A.B., J.D.	Rome
1983	Mary Alice Kendall, B.S.	Rochester
1984	Jorge L. Batista, B.A., J.D., LL.D.	Bronx
1986	Laura Bradley Chodos, B.A., M.A.	Vischer Ferry
1987	Martin C. Barell. B.A., I.A., LL.B.	Kings Point
1984	Louise P. Matteoni, B.A., M.A., Ph.D.	Bayside
1987	R. Carlos Carballada, B.S., L.H.D.	Rochester
1988	Floyd S. Linton, A.B., M.A., M.P.A., D.C.L.	Miller Place
1988	Salvatore J. Sclafani, B.S., M.D.	Staten Island
1989	Mimi Lieber, B.A., M.A.	New York
1985	Shirley C. Brown, B.A., M.A., Ph.D.	Albany
1983	Robert M. Best. B.S.	Binghamton

President of The University and Commissioner of Education
Gordon M. Ambach

Executive Deputy Commissioner of Education
Robert J. Maurer

Deputy Commissioner for Cultural Education
Carole F. Huxley

Assistant Commissioner for Libraries and State Librarian
Joseph F. Shubert

Director of the State Library
Peter J. Paulson

Chief, Bureau of Regional Library Services
Robert J. Flores

Chief, Bureau of Specialist Library Services
E. J. Josey

The State Education Department does not discriminate on the basis of age, color, creed, disability, marital status, veteran status, national origin, race, or sex in the educational programs and activities which it operates. This policy is in compliance with Title IX of the Education Amendments of 1972.

Inquiries concerning this policy may be referred to the Department's Affirmative Action Officer, Education Building, Albany, New York 12234.

NEW YORK STATE LIBRARY **The Bookmark**

VOLUME 41 - NUMBER II WINTER 1983

REFERENCE AND INFORMATION SERVICES

CONTENTS PAGE

IN PERSPECTIVE By E. J. Josey 54

LIBRARIANSHIP AS INFORMATION RESOURCES MANAGEMENT By Bettina H. Wolff 55

THE INFORMATION AGE: MIS-, DIS-, AND OVERLOAD; ONE LIBRARIAN'S VIEW By Murray Bob 61

REFERENCE AND INFORMATION SERVICES AT A SPECIALIZED COLLEGE: JOHN JAY COLLEGE OF CRIMINAL JUSTICE By Marilyn Lutzker 65

REFERENCE SERVICE IN THE ACADEMIC HEALTH SCIENCES LIBRARY: IMPLICATIONS FOR THE FUTURE By Lucretia McClure 69

REFERENCE AND INFORMATION SERVICES IN THE VASSAR COLLEGE LIBRARY By Bernice K. Lacks 75

ACADEMIC REFERENCE SERVICE IN TRANSITION: ONE LIBRARY'S RESPONSE TO CHANGING RESOURCES AND PROGRAMS By Blanche Judd 80

REFERENCE AND INFORMATION SERVICES IN THE SMALL ACADEMIC LIBRARY By Marva L. DeLoach and Elois A. Morgan 85

PAMPHLET COLLECTION DEVELOPMENT By Michael D. Spencer 91

REFERENCE AND INFORMATION SERVICES IN THE INFORMATION SOCIETY: POSSIBILITIES FOR THE SCHOOL LIBRARY MEDIA CENTER By Jeanne English 99

LOCAL HISTORY AS AN INFORMATION SERVICE By Sheldon L. Tarakan 106

"THE ULTIMATE COMPUTER:" OR, PROVIDING REFERENCE AND REFERRAL SERVICE AT A SMALL PUBLIC LIBRARY IN NORTHERN NEW YORK By David W. Minnich 110

COMPUTERIZED LITERATURE SEARCHING AT THE NEW YORK STATE LIBRARY: A USER PROFILE By Toni Risoli 114

YOUNG ADULT SERVICES IN NEW YORK STATE PUBLIC LIBRARIES: AN INTERIM REPORT By Patricia Boylan, Ricki Fifer, Roberta Gellert, and Roslyn Rubinstein 122

Free reprints of these articles are available from: Administration Unit, The New York State Library, State Education Department, Cultural Education Center, Albany, New York 12230

E.J. Josey, *Editor*, Alice L. Britenbaker, *Editorial Assistant*.

Issued quarterly by the State Education Department, New York State Library, Albany. Sent on exchange to libraries. Individual subscriptions within the United States, Canada, and Mexico are $1.50 a year; 50 cents a copy. Annual subscriptions outside of the United States, Canada, and Mexico are $2.50; 75 cents a copy. Subscriptions are available from Gift and Exchange Section, New York State Library, Albany, New York 12230. Make checks payable to New York State Library.

THE BOOKMARK is indexed in *Library Literature, Public Affairs Information Service, and CALL (Current Awareness - Library Literature).*

UN ISSN 0006-7407

IN PERSPECTIVE

Many years ago, Isadore Gilbert Mudge, who gave us the original *Guide To Reference Books*, indicated that "Reference work is often spoken of as if it consisted only of the actual use of reference books in answering questions for readers. In its widest and best development, however, the work of a reference department covers everything necessary to help the reader in his inquiries, including the selection of an adequate and suitable collection of reference books...." Librarians and information scientists of the 1980's support the Mudge concept of reference work. While librarians have built information services, reference work remains the heart and soul of most libraries in the country.

Although technology has enhanced reference and information services, Gerald R. Shields, President of the New York Library Association, tells us that "The librarian should be acting as an information transfer agent. The librarian must be allowed to fulfill an advocacy role in the utilization of information technology. If information is our infinite resource, then the ability to utilize the finite physical resources most assuredly depends upon information technology and the librarian."

Twelve articles comprise this issue on reference and information resources, and while libraries continue to rely on traditional approaches to reference work, nevertheless, librarians and information specialists have harnessed the computer and other technologies in fulfilling an advocacy role in using the technology to meet the needs of their users. Bettina H. Wolff raises critical questions regarding librarianship as information resources management and urges that "We must articulate the need for maintaining and linking strong information collections to form powerful resources for a society which must function and grow in the future." Reminding us of the information overload in libraries and society, Murray Bob points to the critical apparatus on which we rely to review books and raises the question: "What do we have that is dimly comparable for data base information?"

Reference and information services of six academic libraries are described. Marilyn Lutzker of the John Jay College of Criminal Justice Library describes the services of a specialized academic institution and portrays an agressive reference policy for students who are academically unprepared and describes it as approaching patrons "...with an offer of assistance rather than wait for questions to come to the reference desk." Lucretia McClure of the University of Rochester Health Sciences Library admonishes "...librarians need to develop methods of instruction to help users in their participation in user-friendly computer programs." Bernice K. Lacks of Vassar indicates that "At a time when library services are increasingly referred to in the literature as information services, reference services in college libraries revolve increasingly around [the] teaching function." Reference services continue to be identified as an essential service. Blanche Judd of the State University of New York at Oswego says that "Penfield Library has identified reference service as top priority. We have continued our policy of having a librarian on reference duty whenever the library is open." Writing about the small academic library, Marva L. DeLoach and Elois A. Morgan state that "The delivery of quality reference and information services in the small academic library is crucial in meeting the information needs of its users." It is also their view that "The most certain future of reference and information services in the small, academic library is that there will be much more divergence in the nature and levels of service than there has been in the recent past." Michael D. Spencer of St. Bonaventure University reveals that millions of pamphlets are published annually and are made available to libraries for reference assistance; however, he thoughtfully suggests that "The quality of individual pamphlets available is as important as the specific areas covered by a pamphlet collection...."

School library media centers have begun to use the microcomputer for library applications, and Jeanne English, while believing that the computer "stands at the edge of the information frontier...," nevertheless, advises "given the potential of the microcomputer to help us revolutionize the instructional information systems in every school at an affordable price, it behooves school library specialists not to act on impulse, but to 'think-out before putting-out' a blueprint for joining the information society based on a boost from microcomputer attractiveness." Convinced that local history is an invaluable information service to public libraries, Sheldon L. Tarakan offers "The Port Washington Public Library's commitment to a multi-faceted program involving the collection, preservation, codification, and dissemination of local information, both current and retrospective, employs a wide range of techniques, technologies, and levels of training." David W. Minnich of a small public library, the Wead Library in Malone, reminds us that while computers are very useful to libraries, in many small libraries across the state, librarians are using all of the resources of their libraries to satisfy the reference and information needs of their users. Moreover, he awakened our memory by saying that "Reference... regardless of the size of the library, its location, and its clientele, depends largely on the interaction of the staff, the collection, the system...with the patrons and the community."

Toni Risoli reports on a survey on the use of computerized literature searching at the New York State Library and provides a glowing commentary from one of the users of the data base services program who said "'Because we have limited resources, we rely very heavily on your services. The searches form the backbone of our bibliography formation...Frankly, we could not do without the service.'"

Finally, we are offering our readers in this issue a report on a survey of young adult services in the public libraries of the state conducted by the Youth Services Section of the New York Library Association. These findings will contribute to a better understanding of this very important service as well as provide the profession and libraries a golden opportunity to strengthen progamming for a very important segment of the state's population.

E. J. Josey

LIBRARIANSHIP AS INFORMATION RESOURCES MANAGEMENT

By Bettina H. Wolff,
former Associate Librarian,
New York State Library

As information has become more central in our society and an information technology has developed to handle it more efficiently and effectively, a series of information-related catch phrases have come into the administrative and disciplinary vocabulary to identify significant movements and emphases relative to information. As a profession devoted to making information available, we have, understandably and appropriately, adopted these contemporary modes of expression to describe library activities and justify our existence. The discipline on which the library profession rests has become information science; its profession, information management; its members, information professionals.

Science and management are powerful legitimizing concepts in our society. Interpreting the discipline and profession of librarianship in these terms may well serve to raise our status and make us more relevant. But is a societally critical aspect of the traditional role and function of libraries being eclipsed in the process?

The purpose of this paper is to suggest the degree to which the vocabulary we use carries different meanings according to the orientation of the speaker or hearer (author or reader, encoder or decoder). Because of this ambiguity, there is always potential for communication failure in any discourse related to information. The commissions that draft information statements, reports, and legislation have a mix of information professionals, so final wording usually encompasses a range of meanings satisfactory to all involved. But I believe we debate, develop policy, and arrive at consensus on statements without recognizing the extent to which those involved may be attaching different meanings to part, at least, of what is expressed. Let me illustrate in terms of the latest catch phrase being adopted in the library profession: information resources management. (The new CLIC Quarterly designates itself "a journal of opinion, research, and advocacy in the field of library and information resources management.")

Information resources management (IRM) is essentially an administrative concept which is generally acknowledged as having been derived from the three-year study of the Commission on Federal Paperwork.[1] The concept is implemented, but not identified, in the Paperwork Reduction Act of 1980.

IRM as developed by the Commission tends to consider information as an organizational input which needs to be managed in order to assure that it is acquired and generated only in the minimum necessary amount and that it is used cost-effectively. The Commission recommended concentrating solutions on the factors it had identified as precipitating causes of the Federal paperwork explosion: the growth of government, overlapping government programs, a proliferation and fragmentation of information and program requirements, vague goals and objectives, application of information technology capable of handling massive quantities of data, and rising expenditures on data and information handling equipment, software and personnel. Application of information technology is cited as a problem because it is seen as making it easy to manipulate and replicate information, contributing to trivial and unnecessary proliferation.

DEFINITIONS

IRM is defined as a framework for "planning more responsible and coordinated information-management or organizational structure in both government and the private sector."[2] It asserts that information must be managed like other resources, that policy making and operating level officials must begin applying the same management discipline to planning and controlling data that they apply to controlling other valuable resources: natural, human, energy.

The typical IRM solution to these problems is the appointment of a high level officer to bring together "voice, telecommunications, data processing, audiovisual facility, library, reprographics, micrographics, record management and systems planning."[3] The responsibility assigned to this one individual is impressive to say the least. One author places the following array of functions under this manager: administration, policy, and budget as related to information, which is equated in this context to automated data processing (ADP) management; communication technology management; related support technology (printing, word processing, office automation), procurement, and acquisition; policy formulation in support of information and reports requirements; automated and nonautometed information systems development and database management; information planning and security (personnel, facility, and computer); and library and information services; with an option to add privacy and information disclosure requirements.[4]

"...information must be managed like other resources...."

Let me illustrate more specifically the confusion in the use of IRM by considering each component: information, resources, and management; contrasting a library interpretation with an administrative one. The exercise is meant to be explanatory, to highlight ambiguity and potential variance in understanding and application. Individual library professionals and administrators do not necessarily fall into the boxes I suggest.

INFORMATION

Information as used in the general sense we're dealing with here has two components: a store and a process, i.e., a database and software to manipulate it. In the human analogy, Buckminster Fuller notes that the mind consists of both the brain, or store of cognitive matter, and thinking, the massaging of that matter.[5] Thus, information activity typically involves doing something with one or more sets, files, bases, or stores of information or data. The library profession is concerned with the store of information, in terms of cognitive content, that is available for use; it is concerned with structure: classification, organization, storage, retrieval, and transfer of that content for accessibility and availability. The actual processing of the information is done by the user to meet specific needs or achieve identified goals. In administration, information is associated with the process. The organization has defined goals and objectives. In order to achieve them, the organization processes information, as a result of which files may or may not be developed, records or databases may or may not be captured and retained. Many contemporary definitions of information equate it to process and deny, at least by implication, the need or value of a store of information.

RESOURCES

The library profession defines information resources in the sense of Webster's Third New International Dictionary meaning (la): a store available at need; something ready if needed. Materials containing information (e.g. books, journals, databases, microforms, films, records) are organized to be a resource for individuals to meet specific information needs as they develop or are identified in their private or organizational lives. In the administrative sense, "resources" comes closer to Webster's meaning (lb) in which resources are defined as available means. Here information resources are the information professionals, information technology, information systems which the organization uses to process the information it needs to make decisions and achieve its goals.

MANAGEMENT

In a prize-winning article a few years ago, "To Manage is Not to Control," Landau and Stout[6] differentiated management from control. Control, they asserted, required complete knowledge at the control center, otherwise activities would be locked into procedures inadequate to exigencies as they arise. They define management as the art of making decisions with insufficient information, an experimental process carried out to discover the body of knowledge that will eventually permit control. Since public administration takes place in environments of great uncertainty it should strive to manage, not control. Political necessity, however, demands control. The library application uses management in this sense. Since our collections are developed to serve unknown as well as known information needs, including those that will develop in the future, we manage our information resources. The means whereby that management takes place are information professionals, information technology and skill. As IRM is being applied in administration, management definitely means control: control of the organization's resources which process and provide its information.

LIBRARY CONCEPT

So, in a library context, information

resources management means using available technology and skilled staff to organize individual collections of materials so that the substantive content is available for use as widely as possible and as precisely as a given user will require.

ADMINISTRATION CONCEPT AND ACTION

The difference in the government administration context is highlighted by the Paperwork Commission which states the main thrust of the law is to focus attention on the costs of information and the communication process, to help explain, clarify, interpret, and translate "the meaning of this post-industrial information age to the citizen" by making "visible total paper work, information and communication costs to all parties concerned."[7] "An organization's information should be treated as a resource that can be budgeted, allocated, accounted for, and depreciated."[8] Keep in mind that it is information itself that is being budgeted, not funding for information. Horton describes implementation of an Annual Information Collection Budget (ICB) at the Federal level to require each agency to list every instance in which an agency information need is satisfied by collection of information prepared and submitted by the private sector. The Office of Management and Budget will evaluate the agency's need for information and will budget or set limits on the amount of information the agency is allowed to collect.[9]

"...'The cutback will not affect...materials that should be available to the public.' "

The current cutbacks in publication represent the application of this type of thinking to information in government, rather than an aberration of the present administration. In an October 6, 1982 press release, the Office of Management and Budget (OMB) describes a major phase of IRM in the Federal government, the current continuing drive to eliminate "costly, redundant and superfluous publications."[10] The way a law is implemented can be assumed to reflect how the most powerful actors interpret language used.

The press release states that the task took a year and a half and "was more difficult and time-consuming than originally anticipated." Librarians share some OMB concerns: "Many agencies had no conception of the number or cost of their publications. Inventories of periodicals had never been centralized." But the major thrust of control here is elimination, not dissemination. A government spokesperson emphasizes "the cutback will not affect needed and necessary printed materials that should be available to the public. Use, not abuse, is the key phrase of this program as we evaluate the importance and use of each publication." However, no criteria are given for "needed and necessary," and neither the judges nor the process of evaluation is identified. "Many of these publications are duplicative of pamphlets and brochures that are readily available at little or no cost from product firms or private publishers." A few examples of publications eliminated are cited by OMB to illustrate their triviality. "How to Buy a Christmas Tree," however, would appear to address a recurring purchase of a majority of American households, many unsophisticated, in an unorganized and diffuse market rarely involving established institutions to which the dissatisfied buyer can return for restitution or satisfaction and for which no alternative source is immediately apparent.

Specific reference to criteria for elimination is not reassuring. "As an example of continuing duplications and overlap in Government publications, the words 'energy,' 'fish,' or 'home' were mentioned in more than 300 different titles." Considering the ubiquity and significance of each of these terms, 300 publications does not strike this writer as excessive.

Criticisms of the concept of information resources management frequently appear to have a semantic element. Speaking from the organizational and management perspective, Walter Carlson of IBM takes issue with the underlying principle of IRM that information is a manageable resource.[11] He considers information services and the people operating them to be important resources to be managed. But since information acquisition and use is an integral part of someone's job, separating out costs is inherently impossible because the process is mental, not physical. The importance of information is that it "conserves other resources through better decisions." When other resources are consumed there is a process available for counting changes in the resource inventory and assigning a value to the amount consumed.

Carlson recommends we "stop trying to prove that information itself has inherent value. It doesn't." It has value only when it is used in some decision process, whether personal, institutional, or national in scope. He advises information workers in organizations to concentrate on defining which resources are being affected by use of the information provided and to enlist accountants to track the impact of information on the acquisition, consumption, and disposition of those resources.

Putting information in an organizational context facilitates the identification of information resources, of users, and of their assessment and evaluation. The organization has a mission and, therefore, goals can be established, objectives derived, and quantifiable or verifiable measures developed. Users and user needs emerge or can be elicited. Many of our libraries are in organizations; others are organizations in their own right. Carlson's organizational formula can be especially useful to the special library, and may be a useful tactic to any library which can apply it in the immediate task of justifying budget and its own existence.

LIBRARY APPLICATIONS

The societal or national information system, the network of autonomous libraries we are putting together to meet the nation's information needs does not fit so neatly into the organizational mode. We are building for users whose information needs are not yet defined, to meet objectives which are not yet articulated, to fulfill future missions. Individual libraries are focusing, developing, collecting, and providing information services to promote an organizational mission. As such, they may well be able to use the IRM framework to their advantage, incorporating its strengths. At the same time, we need to influence other information professionals and society at large to be more hospitable to the larger view.

In another criticism, "Counter Report of the Commission on Federal Paperwork," Morss and Rich point out that our form of government requires paperwork as an inevitable concomitant of checks and balances and of due process. They suggest that the value of information in public agencies be measured according to how much "its use leads to policies that increase citizen well-being or if its use contributes to societal well-being."[12] This is a much more difficult measure than those derived from IRM.

As the library professional recognizes and adjusts to the management criteria and justification modes into which information has been cast (or to those of science), it seems to increase its credibility with those who control and assign resources. But unless we recognize the difference in the way we use words, and I believe management people and those who assign resources recognize it, we will not be successful. There is skepticism in the field of management and in public administration about the usefulness of comprehensive collections of information and data resources. We have not adequately defined our role or demonstrated our effectiveness as selectors, taggers, and filterers of large collections of information and recorded knowledge.

"There is skepticism...about the usefulness of comprehensive [data]."

RECAPITULATION

In management terms, the information functions tends to refer to the structure, mechanisms, and processes that handle information, whatever that information may be. Usually it is operational: fiscal accounting, budgeting, personnel, program tracking. We as librarians tend to think of information as the substance to be identified, described, organized, and/or linked in ways that make it accessible for use by identified and targeted users and also by unknown users. The organizational library is a single component in the organizational information structure and process. In the organizational environment, whose terms we adopt, concern is with rapidly increasing costs of information technology and the ease with which relevant and irrelevant information can be proliferated; the effect is to cut information down to what is essential. The manager is encouraged to make decisions with the least information necessary. Librarians seek to have available all information that could be brought to bear on a problem in order to make the best possible decisions, and to cope with large quantities of information by using technology to expand our capacity to tag, store, and filter it. Management emphasizes cost which is readily quantifiable; we emphasize value, which is not. Management emphasizes control of information in the sense of constraint.

We emphasize management in the sense of dissemination and making the specific piece of information available.

Not too long ago, when the Public Library Inquiry was conducted, there was a pervasive faith in our society in the importance of libraries and information, as there was of basic education. There was a willingness to support it even by those who didn't use it. In the current environment of supporting first those activities for whose success we have empirical evidence, whether scientific, managerial, or profit-based, activities formerly subsumed under the general welfare are finding themselves on the bottom of the list of society's priorities. We do not yet have empirical evidence of the cost to society of not providing them, although some of us fear we may have such evidence before long.

LIBRARY USE OF INFORMATION

Contrary to Carlson's organizational dictum, libraries do focus on information as a valuable resource. Certainly the value of information lies in its use. The problem occurs in confining use solely to the specific user who can be identified. By the nature of their function, libraries are stuck with the difficult, but essential task of trying to measure the value of information as a resource. We believe in its value, but can we provide concrete evidence? As a profession we need to devise ways to measure the impact of the information we make available on our organizations, our communities, and our society. We need measures to convey the impact of government information and publications. While interviewing State agency research staff to assess the importance they assigned to increased agency data and information sharing for my doctoral research, one respondent noted the lack of criteria to assess the value of information made available by government: Great masses are produced but there are few measures of its use. Disseminators of government data do not know the extent to which people use the information they provide. The library profession is strategically located to provide that measure and to provide leadership in offsetting the weaknesses imposed by the specialization, parochialism, and splintering which result from narrowly applied management and scientific principles.

Information professionals comprise a loose grouping of professionals held together semantically because they all deal with information at the same time that they are semantically splintered because professional subgroups have different perceptions of information and its context. In their classification of information professionals, King et al exclude "people working in information-intensive occupations" such as lawyers, teachers, computer programmers, newspaper reporters, primary users or generators of information who do not qualify by the definitions derived.[13] Library professionals, however, deal with content and substance in a way perhaps the others don't. We are information intensive, serve as guides to substantive content, and span the gap between information professionals and primary information users.

"Libraries...interpret resources [to] broaden [people and issues]."

Warren Ilchman, Vice President for Research and Educational Development at SUNYA, speaking at that institution's Millionth Volume Celebration in September 1982, suggested that the role of the research library in a university environment is increasingly to "identify changing problem definitions of knowledge" in order to "make connections between areas of knowledge, for their faculty and student colleagues, for those who would not make them unless the librarians would insist."[14] He sees information technology, the proliferation of research institutions on a worldwide basis, and the increasing specialization and narrowing of academic disciplines as resulting in an anonymity and fragmentation of scholarship and a growing disconnectedness within the campus academic community. The rich, vigorous, intellectual leadership which characterized faculty during the 1940's and 1950's is declining. "My generation and our successor generation are less synoptic and more monographic in our orientation. The rich, broad view of the culture, the generalized question, the major book, they have all been replaced by the article, the definitive work on a minor person, event, or object."[15] To counteract this trend, Ilchman proposed launching a vigorous, cultural leadership role for the academic library to provide intellectual breadth, integration, and unity on the campus.

Libraries in other environments have this same role - to manage and interpret resources in ways that broaden and deepen the people and issues to which they relate. We have a lot to learn from science and good management principles. We need to face up to selection, to definition and control of what goes into our collections, to cost-effectiveness, and fiscal restraints. But managements have a lot to learn from us, if we can rise to the challenge of measuring the impact of our service. There is cost-effectiveness in managing information sources once accumulated and knowledge once acquired, managing them in ways that make content as widely available and as accessible as possible. A nation or organization cannot be prepared to meet tomorrow's information needs in a rapidly changing environment if it stores, maintains, and retains only that information and knowledge for which it already has identified a need. We know the future grows out of the present, but our ability to predict how and from what segments is minimal. In adapting to our environments and gearing for survival on contemporary terms, we must also articulate the need for maintaining and linking strong information collections to form powerful resources for a society which must function and grow in the future.

REFERENCES

1 Horton, Jr., Forest Woody, "The Paperwork Reduction Act of 1980 - Reality at Last," Information and Records Management, April 1981. p. 52.

2 Becker, Louise Giovane, "Information Resources Management (IRM): A Revolution in Progress," Bulletin of the American Society for Information Science, August 1980. p. 26.

3 Landau, Robert, "The Manager's Role in Accessing (sic) the Impact of Information Technology in Organizational Productivity," The Information Manager, Spring 1980. p. 18.

4 Becker, "Information Resources Management...," p 26.

5 Fuller, R. Buckminster, Institution, Garden City, NY, Doubleday, 1973. pp. 117, 120, 143.

6 Landau, Martin, and Russell Stout, Jr., "To Manage is Not to Control: or the Folly of Type II Errors," Public Administration Review, March-April 1979. pp. 148-155.

7 U.S. Commission on Federal Paperwork, "Our Shadow Government" in Forest W. Horton and Donald A. Marchand, Information Management in Public Administration, Arlington, VA, Information Resources Press, 1982. p. 256.

8 Landau, "The Manager's role...," p. 18.

9 Horton, "Government Adopts a Policy on Information Dissemination," April 1981. p. 10.

10 "Reform '86: Elimination, Consolidation and Cost Reduction of Government Publications," OMB Press Release, October 6, 1982. All quotations in this and the following two paragraphs are from this press release.

11 Carlson, Walter M., "Information is Not a Manageable resource," The Information Manager, Summer 1980. p.6. All quotations in this paragraph are from this one-page editorial.

12 Morss, Elliott R., and Robert F. Rich, Government Information Management: A Counter Report of the Commission on Federal Paperwork, Boulder, CO, Westview Press, 1980. p. 50.

13 King, Donald W, Anthony Debons, Una Masefield, and Donald L. Shirley, "A National Profile of Information Professionals," Bulletin of the American Society for Information Science, August 1980. p. 20.

14 Ilchman, Warren F., Remarks at the Millionth Volume Celebration, The University Libraries, SUNY at Albany, September 24, 1982.

15 Ibid, p. 4.

THE INFORMATION AGE: MIS-, DIS-, AND OVERLOAD; ONE LIBRARIAN'S VIEW

By Murray Bob,
Director,
Chautauqua-Cattaraugus (NY) Library System

One of the very few things that a majority of thoughtful observers seem to agree on is that the rate of change of events, institutions, and techniques in the last decade is greater than ever before. You will notice that I speak of a majority of thoughtful observers, since even this platitude has been challenged by a few. In this case, and for the moment, let us stay with the majority and pray that no one challenges our claim to being thoughtful. If this is the case, we may well ask: Is it that things themselves are changing so fast, or is it that our information about things is changing quickly? Lest some of you begin yawning immediately at the prospect of a lecture on ontology, let me assure you we are not going to dispute as to the number of angels on the head of a pin. But we ought, at least, to recognize that information and that about which it informs us are not necessarily a once and forever indissoluble unity. And that, indeed, it may even be normal for them to be at some distance from one another.

Back in the golden ages, that is when I went to school, a well-nigh universally accepted sociological dictum was the theory of cultural lag, i.e., that our perception of events lagged well behind those events themselves. What I would like boldly to propose here today is a new theory, a theory of informational anticipation, to put it euphemistically, as being characteristic of our times and even more of the times we are entering into . Schopenhauer, in the middle of the 19th Century, warned against the dangers of reading the daily newspaper and thereby cluttering our minds with trivia, ill-digested and unproven data that would be controverted the very next day. What would he say about our habits today, if he could see us engorging our daily diet of information? For, as the information industry, however defined, has grown, its need to sell more products has produced an equal appetite for informational matter to fill every temporal, spatial, and spiritual vacuum, and, thus, it is possible that information has outrun its object and that we know more that isn't so than ever before in history. Now, lest you imagine that I place myself on some pedestal far above mere mortals, let me hasten to say that I stand before you here today as a confirmed news junkie.

One of the many nice things about Chautauqua, to only apparently digress for the moment, is that one feels oneself in a congenial atmosphere — an atmosphere of thinking beings. And how do we know they or we are thinking beings? Because they, we, all line up every morning for our copies of The New York Times. But we, who are true information junkies are hardly satisfied even with the bulging Times. Those of us truly bitten by the "need to know" bug, require not one but two or three newspapers, listen to the radio news, starting at 6 a.m. in the morning, tune in the tube for the 6 p.m. news and the 11 p.m. "wrap-up." Somehow, the information addict is always expecting, perhaps indeed, secretly hoping, but certainly always hungering for new news: some really violent disaster, some truly great catastrophe, some utterly fantastic outrage to become exercised about and to thereby stimulate his jaded palate. There are, fortunately, few enough such "satisfactions" and when they come, they don't satisfy anyway — or not for very long. And so what we do have to be satisfied with is repetition. But if it is repetition how can it be new and if it is not new how can it be "news"? I have delved deeply into the depths of depth psychology for an explanation of why people hunger so for news, and in my ignorant lay way decided on the following:

> *"...the information addict is always...hungering for new news...."*

We follow the news as a substitute for

making or changing the news. By following the news we expiate guilt. There are all these problems out there, don't you know. But we can't or won't or don't know how or what to do about any of them. The very least we can do therefore, is to read about them or hear about them or see some film clip about them. Thus, even if the repetition of the same news throughout the day, and day after day is boring, that is really o.k. For boredom provides just enough mild pain to enable us to expiate our guilt regarding problems we do nothing about.

BEING INFORMED OR KNOWING MORE

But enough of five and dime store psychology. What I wanted to move onto, instead, was the question of whether we are more informed because we have more information served up to us in more ways than ever before or whether we are merely more confused. Indeed, is being informed the same as knowing more? There may be, I am afraid, some distinction. It was, I believe, Schopenhauer's arch enemy, Hegel, who said that to know is not on that account to understand. So there may be distinction. And in a time when the pressure to produce stories is greater than ever, and deadlines abound, and the competition to be there first with news, whether or not it is new, is greater than before and when there is much less of an incentive or opportunity for thoroughness, one ought to ask about these things. "Publish or perish" is not solely descriptive of the academic career. Think about workers in the mass media, if you want to begin to understand what the phrase really means.

In the early 1960's, it became fashionable for economists to make the observations about how services had displaced manufacturing as the central thing our economy delivered. More relevant to us was the further observation that information was getting to be the principal commodity provided by the service economy. As usual, there are definitional problems with all of these large generalizations. What I want to pique your curiosity with is the question of what information actually is? Is wrong information (or misinformation) information? If the same news is repeated over and over, is it still news just because it adds to the informational GNP? Is it enough to measure information or should the task rather be to evaluate it?

MISINFORMATION

Nietzsche, another 19th Century German philosopher and, initially at least, Schopenhauer's

creatively. You will recall that the margins of the books read by thinkers of yore were invariably filled with reflections and comments. We even have a word for such scribblings, "marginalia." Who, today, has time for this? And yet, people still talk about all of our extra leisure time. Yes, the work week has shortened, disciple before he became critic, was very much concerned with the art of reading well — by which he meant, carefully, slowly, critically, but Sebastian De Grazia pointed out, some 15 years ago, that there is probably less leisure today, properly understood, than ever before. Information overload is a problem because it can lead to understanding underload. We become so busy swallowing the news that there is no time to digest it. Keeping up with news may become like keeping up with the Joneses — self-defeating. And beyond that, we have problems of misinformation and disinformation. In the Times, we read a few weeks ago of Soviet methods used to disinform us. But, some of us will also recall the 1972 election, when the same tactic, for example, was used to deny Muskie the nomination. And that is but one example. Indeed, that is a large part of what "dirty tricks" are all about, and we have to remember that Dick Tuck and Dick Nixon were of opposite parties and, thus, there is, unfortunately, a bipartisan tradition of this sort of thing. But that is only the tip of the iceberg -- so much of what passes for news is mere public relations handout and inherently self-serving. And beyond that, the pressure to publish means it is terribly hard to correct, certify, or assess. And, as though this were not bad enough now, we stand at the threshold of another qualitative increase in the rate, the quantity, and availability of information with the advent of the computer which delivers information instantaneously, at will, to our homes, from every source.

"Is wrong information (or misinformation) information?"

MASS MEDIA PRESSURE

Libraries have a long and mostly honorable tradition of defending freedom of information, access to information. I wouldn't for the world go against that. My problem is what happens to the critical apparatus that will or should help us to separate the wheat from the chaff when we are drowning in both? As readers of books, we have some critical journals, reviews, etc. What do we have that is dimly comparable for database information? Librarians are taught book selection. What will they use to evaluate data bases or will they use anything — and if they don't, how does the public itself learn to distinguish between the good and the bad (or if those words are not to your taste, between the real and the unreal)? And outside of our specialities — we are all public.

This, incidentally, is why I would hope the book does not go out of fashion in the 21st Century as some Cassandras say it will. Precisely because it is a slower, more reflective, more personal medium, it may be inherently more thoughtful than the mass media can ever be. But here, too, one has to worry, because of an intensifying commercialization of publishing. In the world of publishing, during the last decade, we have seen merger follow merger (even though quite a few have turned out to be financial disasters and quite a few of the marriage partners singularly ill-matched) and, as a result of this, increasing attention given to the production and distribution not only of best-sellers but of books which are regarded as mere raw materials out of which to fashion products for as many of the media as possible. Thus publications of authors who will look good on TV talkshows are selected and hyped and manuscripts that lend themselves to film, TV, paperbacks, and video adaptations chosen at the expense of more substantial works. Thus, too, we have instant books produced to capitalize as quickly as possible on disasters and other events — never mind whether they add anything to news accounts. And beyond this, tax laws and economic pressures have combined to comb publishing back lists ruthlessly. Try to get a scholarly book which was published a year or two ago — whether or not it is ostensibly "in print." We used to be concerned about building obsolescence into products. We ought to be at least as concerned about premature and forced obsolescence of ideas, about the fact that our intellectual inventory is getting to be harder and harder to maintain and access — except for the current, the faddish, and the technical. If you are an optimist, you may look to technical answers to this problem such as on-demand publishing. If you are a skeptic, then you may well be concerned.

"...a book may be inherently more thoughful than the mass media can ever be."

We have talked as though mis- and disinformation and information overload pertain only to information about the social side of human affairs — politics, etc. In fact, the pressure to publish resulting in false information has even reached the natural sciences with premature announcement if not publication of deliberately false scientific results in order to be first or to receive grants. To be sure, the scientific enterprise has ways to unmask deception sooner or later — but we need to be aware, in the often confusing and downright contradictory welter of "facts" received from every side — that there are vested interests at stake here, too . . . and that the truth is arrived at step by step — and that some steps are backward and sideward.

THE LIBRARY'S ROLE

So as they say in the TV commercial, "What's a mother to do?" Speaking as one public librarian, I think we who are librarians, trustees, friends, and patrons of libraries have as one of our missions to differentiate ourselves and our so-called product from the mass media. We ought to be concerned with meeting the needs of individuals and it is that rather than numbers or masses served that should be our central interest. Unfortunately, there are now librarians and libraries, so eager to emulate what they take to be the world of commerce, that they believe the be-all and end-all of libraries is to achieve high circulations and the way to do this is by buying unlimited quantities of best-sellers. Thus, book

"...our intellectual inventory is getting to be harder...to maintain and access...."

budgets become increasingly devoted to multiple purchases of hyped-up, over-advertised, but fewer books,and the pluralism of thought, style, opinion, and information which should be the chief glory of a library is curtailed. Many there are bewailing the would-be censor and the doubly dubious Moral Majority. But the dangers to intellectual diversity that arise from pandering to the merely popular are not often enough emphasized. But diversifying collections and differentiating ourselves from the mass media, i.e., giving ourselves a distinctive mission, is not enough. Libraries have, I believe, a mission too, in helping readers distinguish wheat from chaff by their selection of media, modes, materials; by their programs, activities; publications; and by the image they project.

I have just been reading about time compression on TV. It is an example of how we become overloaded with information without ever asking to be. Time compression is an electronic process which accelerates audio- and video-tapes enabling more messages to get through in less time. Forty-second commercials can now fit into 30-second slots. This means there is more time to sell to advertisers. A consequence is that old and new movies can be speeded up and there is more room for just plain more. Speed-viewing is analagous to speed reading. But perhaps we do not pay enough attention to what all this speed is doing to us — except when it is a drug called "speed." In fact, sometimes the whole culture seems addicted to speed.

Now lest I be accused of old fogeyism, let me say that our library system is "into" data bases and other computerized modes and means. The art, on an institutional as well as on a personal level, seems to be one of achieving some kind of balance between new and old means and modes of information and its delivery. Keeping your balance requires that you not become overwhelmed by informational overload or easily fooled by mis- and dis-information and that, in turn, means somehow, very consciously, developing a critical sense and apparatus — a set of checking mechanisms, and it means that we, as individuals and in our institutions, create a space and a time in which to think, compare, contrast, and not just to act and react; a time, a place, and a way of distancing ourselves from events, of seeing that what is current is but the merest hint of what is available from the past and potentially. Ironically, then, the advent of an age of information very much requires its opposite: rebirth of critique, of wisdom, of thought, of reflections, of historical consciousness. It requires better selection tools than we now have and a better education than we now offer in how to evaluate information.

SPEECH DELIVERED AT FIFTIETH ANNIVERSARY OF the Smith Memorial Library of Chautauqua (N.Y.) and Thirty-sixth Anniversary of the Friends of the Smith Library.

FIVE LIBRARIES RECEIVE ARCHITECTURE AWARDS

The Dana addition to the Case Library at Colgate University, Hamilton, NY is one of the libraries which received an award of excellence for library architecture sponsored by the American Institute of Architects and the American Library Association. The other library which received an award for renovation was the Jefferson Branch of the Cleveland Public Library.

Awards for new buildings went to three libraries -- the Seeley Mudd Library at Yale University, the Cushwa-Leighton Library at Saint Mary College in Notre Dame, IN and the Thousand Oaks Public Library in Thousand Oaks, CA. These five libraries were selected from 148 entries submitted across the nation.

REFERENCE AND INFORMATION SERVICES AT A SPECIALIZED COLLEGE: JOHN JAY COLLEGE OF CRIMINAL JUSTICE

By Marilyn Lutzker,
Associate Professor and Head, Reader Services,
Library, John Jay College of Criminal Justice

John Jay College of Criminal Justice is a very special place; the front lobby contains an 1894 horsedrawn fire engine (without the horses), this month's library display features books illustrating flowers and animals in art from classical to modern times, and the chief librarian's office sports an English Bobby's helmet along with a loving cup presented to Lewis E. Lawes, the famous warden of Sing-Sing.

A mid-size (about 5,400 students - 4,200 FTE) liberal arts college, John Jay is part of The City University of New York. The college offers degrees ranging from A.A. to Ph.D. and everyone majors in areas related to criminal justice, fire science, or public administration.

The student body is also special: 30 percent of the undergraduates do not come directly from high school; 22 percent are already employed by various State, city, and private criminal justice agencies, and one-third are over the age of 2[illegible] Despite this comparative maturity, a large part of the student body arrives with academic skills considerably below college level, and much effort is put into the remediation programs. As would be expected, there are a substantial number of part-time students, and many who term themselves full-time also have full-time jobs or home care responsibilities. These are almost all first generation college students who have chosen to pursue a career related to criminal justice.

THE LIBRARY COLLECTION AND THE MISSION OF THE COLLEGE

John Jay sees itself as a school with a special mission. Seemingly endless meetings and discussions have gone into fine tuning what that mission is, but its essentials are clear. Our aim is to provide a broad-based liberal arts education with emphasis on the social sciences but with a deep recognition of the underlying importance of the humanities within society. Beyond that, we are especially concerned with the problems of criminal justice in its broadest sense. The current widespread concern with the causes and prevention of crime, the definition and history of crime, the treatment of criminals, and the role of law in society concern the people at John Jay not only as citizens but as students and teachers as well.

Collection development in this context carries a sense of urgency and immediacy that is far removed from the "Ivory Tower." Those of us in the library see it as our part of the responsibility to locate, preserve, and disseminate the sources of information which might contribute to the understanding or solution of these problems.

There is a great deal of satisfaction, as well as feeling of responsibility, involved in collection building in such a specialized atmosphere. Just imagine: there is one area in which you can buy everything available from trade, government, international, ephemeral, and non-trade sources, in book, pamphlet, report, film, or fiche format. Your mandate to collect is so clear that you need only pursue the hunt; you don't really have to question priorities. Also imagine that the area is defined broadly enough to include substantial segments of the social and behavioral sciences as well as the more narrowly defined legal and professional literature.

At the same time, since you are collecting for a liberal arts college which must provide the needed support for courses in the humanities, you also buy the best current and classic materials in those areas. Also imagine: no physics majors, no music majors, and no education department to drain the book budget.

CRIMINAL JUSTICE AS AN ACADEMIC DISCIPLINE

Criminal Justice in the way in which it is viewed at John Jay - and hence in the library - is truly interdisciplinary. History: Who were the criminals of earlier periods? Have definitions of criminal behavior changed over time and place?

Anthropology: Are there crime-free cultures? How do other societies maintain order.? Economics: What is the relation of crime to the industrialization process? How dependent is the economy on behavior which might be termed criminal? Psychology: Is there a psychopathic personality pattern? Is it possible to predict antisocial behavior? Sociology: What is the role of society in stimulating or repressing criminal behavior? How meaningful is punishment? How effective? Law: What is its relation to justice? How has it changed in relation to the needs of society?

> *"...what can we learn about the nature of the human being?"*

Equally as important as these questions are the broader ones which arise from the humanities. What can we learn about crime and criminals from the great works of literature? From the lesser works of literature? Why have people always been fascinated by crime and detective literature? What is the role of the literary popularizers in the sociological process? And underlying everything, What can we learn about the nature of the human being? How, after asking all these questions, and facing all these problems, can we treat everyone - criminologist, law enforcement official, criminal, victim, citizen - in a moral and ethical fashion?

Given this definition of criminal justice, we obviously are committed to collect materials of all types and in all forms. In addition to the monographic, reference, and periodical material, heavy emphasis is put on report literature disseminated by the many criminal justice related agencies in the private and public sectors.

In recent years increasing efforts have also gone into acquiring the kinds of primary material (in hard copy, film, and original archival form) which might help to illuminate the historical problems in the field and serve as source materials for our graduate students as well as other researchers. The value of police department and correctional institutions' annual reports is obvious; a narrower view of criminal justice than that espoused at John Jay might question the purchase of sets such as the filmed archives of the Bureau of Social Hygiene, the Jane Adams Papers, and Public Order, Discontent and Protest in England, 1820-1850, but there is no question of their relevance within our interdisiplinary interpretation of the mission of the college.

(A list of the unique materials in the John Jay Special Collections is available from the author.)

TECHNICAL SERVICES TO THE RESCUE

My aim in describing the advantages of collection development in a college with a special mission is not to make other librarians envious; but it is true that being charged with this type of special purpose allows us not only to develop a substantial and meaningful collection, but also gives us the freedom to do other things which I know service-oriented catalogers and reference librarians elsewhere would love to do. We add subject headings to standard MARC cataloging when we feel they are needed to bring out the special quality of an item. We add our own SEE and SEE ALSO cards to the catalog to reflect current terminology when we feel LC references are not sufficient. We acquire government documents selectively and treat them with full respect, i.e., we don't bury them in a documents room but give them full cataloging and integrate them within the collection. The type of scrappy material which elsewhere might be put (I really think dumped is a more accurate word) in a vertical file, if it is related to our mission is bound and given full cataloging and classification. (For many years we used DEMCO binders for this; we now use a hot glue binding). In short, the technical services department makes every possible effort to enable the public services staff to retrieve the information stored within our collection.

R AND I SERVICES TO THE CRIMINAL JUSTICE COMMUNITY

As an information center for the criminal justice community beyond John Jay, our strength lies in our collection, the expertise of our staff, and an administrative policy which invites and welcomes researchers to make use of both.

Because of the reputation of the school and its library, many outside researchers make use of our collections. Everyone with a serious interest are welcome and are given the full assistance of the reference staff. Borrowing privileges, although formally limited to those associated with CUNY and members of the NYC Police Department and Fire Department, in practice are extended with special permission to those doing official research for other governmental and private criminal justice agencies.

One of the unique qualities of the school is its close relationship to the community for which it is educating students. Many "student users" are actually employed within the criminal justice system, while many of our "practitioner users" are also our students or alumni.

Unfortunately our staff is not large enough for us to do any telephone reference beyond a simple checking of the card catalog, or to answer mail inquiries. We are however, active participants in the OCLC interlibrary loan network.

R AND I SERVICES TO JOHN JAY STUDENTS

As an academic library serving the needs of an unusually diverse student body, our greatest strengths emanate from a policy of aggressive reference service, and a substantial library instruction program.

The aggressive reference policy recognizes the traditional unwillingness to ask questions on the part of most students, particularly those who are academically underprepared. Thus, our policy is to approach patrons with an offer of assistance rather than wait for questions to come to the reference desk.

The library instruction program, started in 1983, mirrors the problems and interests of the school. Of the 50 to 70 class sessions taught each semester about half are basic instruction, with the remainder covering all subject areas, the largest subgroups being police and law-related classes, and English composition.

Our efforts to introduce legal bibliography and the use of primary source materials to undergraduates are probably the most unique aspects of our instruction program.

Although we are not a law school, in support of the criminal justice mission we maintain a comprehensive collection of legal materials of Federal and New York State law. It is symbolic of our approach to this extensive collection (occupying one-half of our reference area) that it is not called a Law Library, but is considered as a part of the reference collection. Case law rather than statutory law is the major concern of the school, with emphasis about equally divided (to the extent that they can be divided) between criminal law and basic constitutional issues. As an integral part of a liberal arts school, the library attempts to approach the legal resources via the needs of the social sciences rather than those of the legal profession.

Our library instruction program is playing a significant part in the way in which the legal materials are used. We show students the manner in which case law is accumulated, digested, discussed, and reinterpreted through its own well-organized bibliographic pattern. We emphasize the use of digests, encyclopedias, ALR, law reviews, and the Landmark Briefs. Faculty are increasingly assigning problems rather than specific cases, with students being asked to locate relevant cases themselves for their briefs, and being encouraged to find discussions of specific cases as well as specific points of law.

There is a great deal of gratification for the library staff in watching our students use this legal material. These are media-oriented, first-generation college students with vast gaps in their educational background and preparation. We know not to make assumptions about reading levels or note-taking and study skills; we may not always remember that some of our students have never read *The New York Times*, don't understand the concept of cumulation, and have never used the index to a book, much less the *Legal Resources Index*. But motivation is a significant component in learning, and law books, unlike textbooks, represent the "Real World" - they are an adult goal, rather than a continuation of high school patterns. Under the structured tutelage of a professor of constitutional law, some of the same students who seem to have difficulty reading textbooks in English literature or history, learn to get the essential legal points from a court decision. They struggle with it; they grumble; but a surprising number of them work it through, and feel good about their accomplishments.

Instruction for the basic English composition classes, although unrelated to the mission of the college, is increasingly moving away from the traditional approaches. English faculty, in view of the uniform criminal justice-related majors have largely abandoned literary term paper topics, and for a number of years have been favoring a generalized "choose your own topic" or "take any current controversy" approach. After a number of years of this general approach every member of the reference staff was screeching, "If one more person asks for information on rape, capital punishment, abortion, or child abuse, I will #¶**$&*¶."

On the basis of our experience watching

students use primary sources in the study of law, we decided to see if we could alter this all too familiar pattern of topics for English composition, by interesting faculty in having their students use primary sources. After all, the use of primary sources makes research fascinating for scholars; why not allow students to have that experience?

As a result of a good deal of talking, some arm twisting, and an absolute guarantee that they would not receive any plagiarized or purchased term papers, we have been able to induce increasing numbers of faculty to make assignments which take students back to 19th and early 20th century newspaper and periodical sources. Reading about crime and social problems - even about capital punishment - in the mid-19th century as reported by contemporaries can be as exciting (and sobering) to the academically unsophisticated undergraduate as it is for the historian. As someone has said, "History comes alive in the pages of The New York Times." It also makes the library instruction sessions a good deal more interesting.

"...limiting students to materials...on microfilm is perfectly acceptable..."

It is our experience that limiting students to materials which must be read on microfilm is perfectly acceptable; some even seem to prefer it (which never fails to amaze the librarians who are of a different generation). (It is possible that the easy acceptance of the format by our students is related to the fact that all our microfilm readers make 10 cent prints, and they are located close to the reference desks and card catalog in the "service center" of the library.)

LIBRARY PUBLICATIONS

Our status as a specialized library within a liberal arts institution offers our staff unique opportunities in the area of publishing as well as in the others discussed. Thus, in addition to the usual basic library handbooks and a Guide to Indexes and Abstracts, we have had the opportunity to write very substantial pamphlets on research in criminal justice, in fire science, and in legal resources. A number of shorter guides have also been written which are helpful to us because they fill in specific gaps in the reference literature of criminal justice. Chief among these are: 1) Newsletters in Criminal Justice, an annotated list of about 50 newsletters available in our library, which includes an index indicating the inclusion of book reviews, court decisions, and job listings; 2) an annotated list of name and address directories useful for the criminal justice researcher and practitioner; and 3) a guide to doing research in the criminal justice systems of other countries. Another series of publications has been designed to demonstrate both the complexities of subject heading design, and the extensive nature of our collection; thus, we have published four Selected Lists of Subject Headings from the John Jay College Library (Crime and Criminals; Police; Corrections; Forensic Science).

The writing of these pamphlets and guides by members of the library staff serves multiple purposes: the research obviously increases the knowledge of the staff; being written around a specific collection they serve undergraduates as better guides to research than the more comprehensive materials published commercially; they provide for more advanced researchers a review of basic sources and introduction to the special nature and content of the John Jay collection.

Because our staff is small, without sharply defined subject responsibilities, anyone who wishes can participate in the publication program.

CONCLUSION

It is sometimes assumed that being a reference librarian in a special purpose college is like being a subject specialist in the language and literature division or art division of a large university library; it really isn't the same at all. We are general librarians in a middle-size liberal arts college with a special mission. That the mission of John Jay is of such overwhelming concern to society lends relevance and immediacy to our work. We attempt to serve all the information needs of all the patrons from entering freshman to the chief inspector. The variety is enormous; the challenge can be difficult; the rewards are considerable.

REFERENCE SERVICE IN THE ACADEMIC HEALTH SCIENCES LIBRARY: IMPLICATIONS FOR THE FUTURE

*By Lucretia McClure, Medical Librarian and
Assistant Professor of Medical Bibliography,
Edward G. Miner Library,
The University of Rochester,
School of Medicine and Dentistry*

The purpose of this paper is to reflect on the changes in reference service in the academic health sciences library brought about by new technologies and to consider implications for the future.

In 1965, Licklider wrote a book, Libraries of the Future. It was based on a study conducted by engineers and psychologists on the concepts and problems of man's interaction with the body of recorded knowledge and explorations in the use of computers in information storage, organization, and retrieval.[1] The library as described in this book was not one of print or paper and the future was considered to be the year 2000. Reading this study in 1982, one realizes that Licklider's future arrived long before that date. The emphasis today is on information and access rather than on books and journals. Present technology allows us to search for and to handle information in ways not possible 20 years ago.

Health sciences libraries have been at the forefront of new technologies. In 1968, shortly after publication of Licklider's book, MEDLARS, the first machine-readable data base was made available online in the State University of New York's operation of the Biomedical Communication Network. The National Library of Medicine's MEDLINE service became available in 1971, and the revolution in reference service was underway. Though primitive by today's standards, the first online systems were capable of combining subjects and allowing restrictions to animal or human studies and languages so essential in providing the specific bibliographies needed by users. From that time, the number of data bases and the level of sophistication in searching techniques have developed at an astonishing rate. Using today's technology, reference librarians can:

- search with a strategy providing retrieval of citations on a statement designed to include just what the user wants and to exclude what s/he does not
- take a word or phrase from a half-remembered title and locate the item with free-text searching
- provide instant author searches
- locate information using date of publication or institution
- produce automatic SDI's
- search through vast amounts of data using tree structures
- obtain specific information by searching knowledge data bases
- search for information on fields outside biomedicine. More and more research is interdisciplinary and when tools in other disciplines are not available, it is possible to access them via the computer
- provide computer-assisted instruction
- use printers which can produce graphics in color
- produce local data bases

In addition, reference librarians have access to information provided in citation indexing tools, current awareness publications, and a wide array of audiovisual resources.

PAST DEVELOPMENTS IN REFERENCE

The speed with which changes occur in the computer world contrasts sharply with the evolutionary process of change in reference services in earlier years. In the 19th century academic libraries were open as infrequently as once a week and the important functions of a librarian were collecting and preserving materials. Students were expected to learn from their textbooks and professors to work with their personal book collections. Rothstein's study of reference service indicates that it was the "development of research and the professionalization of scholarship" at the end of the 19th century which laid the foundation for modern reference service.[2] He points out that university libraries were slower than public libraries to accept the need for reference service, and, indeed, many university libraries had no reference librarians until after the turn of the century.

> *"...there was little agreement as to the proper function of reference."*

Even as the role of the reference librarian began to emerge, there was little agreement as to the proper function of reference. Librarians and academicians alike propounded theories and debated the merits of such service. Adherents to the conservative theory of reference service believed that the academic reference librarian should help the user to find his or her own information rather than provide any direct answer. Liberals held that reference librarians should be responsible for giving information while the moderates reached a compromise between the two. From Schiller's review, it is clear that the antagonism between the different approaches to reference service still exists. She concludes that the future of library reference service "lies in the direct provision of comprehensive and accurate information to satisfy user demands."[3] Instruction of the user in use of the library and its resources becomes an important, but secondary, goal.

By the 1960's, academic librarians were faced with a publication explosion, brought about by the impact of Sputnik on science and the tremendous changes and developments taking place in medicine. In the health sciences library of the early 1960's, the reference staff depended upon printed tools and the librarians' ability and experience. Bibliographies were compiled by hand, a painstaking and time-consuming effort. Citation indexing tools had yet to be published.

Durack's article on the "weight of medical knowledge" illustrates the situation graphically. It is estimated that more than 50,000 scientific journals have been published in the world since the first volume of the Philosophical Transactions of the Royal Society in 1665. Some 30,000 are still being published today and the rate of scientific publishing is doubling every 15 years. Durack charted the mean weight of Index Medicus from 1879 to 1977. For more than 60 years, the weight remained unchanged at 2 kg. Then the exponential growth began. Between 1946 and 1955, the weight doubled; since 1966, the weight of Index Medicus has increased more than seven times![4]

Into this setting came the computer, and with it, the changes were as dramatic for reference librarians as the discovery of antibiotic drugs was for the practice of medicine. The health sciences librarian with computer access to literature sources had a new and flexible reference tool, one which could accomplish in minutes what had formerly taken hours or days. This was the tool which could handle vast amounts of information and which added a new dimension to the skills of librarianship. We have only to look at the technological advances achieved in the past 14 years to realize we must contemplate the implications of technology on the future of the health sciences library and on the activities of the reference librarian.

NEW TECHNOLOGIES

In his book, Toward Paperless Information Systems, Lancaster describes exciting developments. The scientist will have an online terminal in the laboratory or office. The terminal can be used to receive and send mail, create and transmit information, and to converse with colleagues. The scientist can create data bases, submit reports for an electronic journal, and receive comments from referees in the same way. Royalties for whatever information has been used will automatically be recorded and sent to the publishers.[5] If the scientist can do this from the laboratory, will the library be needed? Lancaster suggests the library will have to subscribe to wide ranges of data bases and journals for users who do not subscribe directly. Libraries will need to collect, catalog, and index materials of purely local interest and to develop online catalogs of all their holdings, whether print, micro, audio, video, or electronic in format.[6]

While the scientist may be able to obtain and pay for terminals and electronic journals, there will be others who cannot afford such access. Health sciences libraries have a responsibility to serve a variety of users with different needs and levels of expertise. The student is at the beginning of professional training. At graduation, this student embarks upon a career with an established pattern for continuing education. What this new health professional does to keep current in a chosen field depends largely upon how well s/he understands biomedical literature, how to find it, and how to evaluate it.

Reference librarians have a role as educators in instructing students in the use of print and audiovisual resources and in introducing them to the array of dictionaries, classifications, handbooks, reviews, and the statistical, legal, ethical, and historical resources that make up biomedical literature. Librarians need to consider that students will go into all types of practice and research and into all sorts of communities and kinds of institutions. The most enduring contribution we make to students is to give them an understanding of literature and the knowledge necessary to continue their own education after leaving our institutions. Jarcho describes the great physicians as exemplifying "the desire to learn, the impulse to inquire, and the drive to ascertain by study of original sources of information, whether these be in the living animal, the cadaver, the test tube, or the written record."[7]

"[The computer] added a new dimension to the skills of librarianship."

The people who predict the end of books and journals are perhaps forgetting the value of different ways of learning. No educated professional can stop with facts and figures. The history of one's field must be studied. No student should miss seeing the elegant illustrations in Jenner's An Inquiry Into the Causes and Effects of the Variolae Vaccinae...[8] or the thrill of holding Vesalius' De Humani Corporis Fabrica Libri Septem[9] in one's hands. There is excitement in discovering from the past by reading old journals. Who has not come across wonderful books by browsing or serendipity?

Other users also need our consideration. Nursing staff, technicians, practicing clinicians, and researchers will need varying kinds of information and will depend upon the library for it as they are among the primary clientele of the academic health sciences library. There are also many persons outside the medical centers who deserve our attention. College faculty and students, researchers from industry, and individuals with interest in their own health or medical issues often have little knowledge of medical literature and will require assistance from our reference staff.

The far-reaching implications of automation and information access are described in Matheson's report, "Academic Information in the Academic Sciences Center; Roles for the Library in Information Management."[10] The report, however, is not a plan for automating libraries, it is a study outlining the reorchestration of knowledge. It is a design for converting the traditional library in the academic health center to one which is the focus of a system which links the resources, the faculties, the knowledge, and bibliographic data bases as well as other operational, administrative, and research data into an effective information network.

We must accept that many of our users are also sophisticated users of the computer. They will be participants in the information network. Horowitz and Bleich have described the development and enthusiastic response of "Paperchase."[11] User-friendly programs are available and will certainly have appeal to many of our patrons. What effect will this have on a service which we have considered to be exclusively the library's domain?

A LOOK AT THE FUTURE

With the technologies available today and those anticipated, what are the implications for reference service and the goals of reference librarians?

Librarians must continue to become more proficient in searching, in mastering a variety of data bases, and in setting the standards for retrieval of information. Reference librarians are in a unique position to do this because they have both the knowledge and understanding of literature, of subject heading structure, and the many ways of locating information. In addition, librarians need to develop methods of instruction to help users in their participation in user-friendly computer programs.

Reference librarians are also in an excellent position to evaluate literature. The mass of material published in the sciences today is staggering. It ranges in quality from the inaccurate and misleading to that small percent which is superior and significant. Brodman emphasizes that librarians must be willing to make value judgments; be willing to evaluate the literature and to determine if the methodology used in a study is sound and be able to declare that "This is the correct answer."[12] Librarians are careful to point out to users the source of information cited. Should we not carry that one step further and state our opinion on the quality of the source? In his book, Medical Thinking, King says this about the physician, "We must distinguish the practitioner who discriminates and exerts judgment from one who does not." Scientific medicine, he adds, "lies not in formidable apparatus nor the myriads of available tests, nor in overflowing libraries, but in that still small voice that I call critical judgment."[13] Reference librarians can develop this critical judgment in the field of their expertise - biomedical literature.

Reference librarians must be willing to take this challenge and risk an unpopular stand. Ingelfinger exhorted librarians years ago to categorize journals as to quality, thus making clear those which do not merit this designation and are inferior.[14]

In addition, the advances in automation have brought about changes in the library staff as well as users. Both technical services and reference librarians have access to data bases produced by OCLC, RLIN, CATLINE, AVLINE, and SERLINE. The joint efforts of many librarians will be required as libraries establish online catalogs, automated circulation systems and increase the capabilities of searching bibliographic and knowledge data bases.

In looking at the issues facing librarians today, three statements from three different vantage points are relevant. Gert Brieger, Professor of the History of the Health Sciences, University of California, San Francisco, is writing a history of premedical education in America.

In a recent address he reiterated points made by many other educators in describing the stress experienced by students seeking to attend medical school. He questioned the concentration of effort in scientific subjects such as chemistry and biology and deplored the lack of opportunity for study in other disciplines. He suggested that medical schools are recognizing the need for a broad liberal arts background in medical students and predicts a change in emphasis.[15] This will have impact on our collections, and reference librarians will need knowledge about sources in literature, ethics, social problems, and the law.

The dean of the faculty of Harvard Medical School makes this statement, "Information bearing on medicine will continue to expand, creating further specialization and more attention to sophisticated techniques of information management."[16] As our practitioners focus more on their specialties and concentrate on a narrower and narrower portion of medicine, librarians will need to become generalists in providing medical information. We will serve a great variety of specialists - but we cannot afford the luxury of focusing on one area. This will place even greater demands upon our skills.

"...a study outlining the reorchestration of knowledge."

Librarian of Congress Daniel J. Boorstin has made a stirring statement about knowledge and information and the distinction between the two.

> The last two decades have seen the spectacular growth of the information industry. We are exhilarated by this example of American ingenuity and enterprise - the frontier spirit in the late 20th century. A magic computer technology now accomplishes the dreariest tasks in seconds, surpasses the accuracy of the human brain, controls production lines and refineries, arranges inventories, and retrieves records. All this makes us proud of the human imagination.[17]

What, he asks, has become of knowledge, the enduring treasure of our whole human past?

> While knowledge is orderly and cumulative, information is random and miscellaneous. We are flooded by messages from

the instant-everywhere in excruciating profusion...information tends to drive knowledge out of circulation. The oldest, the established, the cumulative, is displaced by the most recent, the most problematic. The latest information on anything and everything is collected, diffused, received, sorted. and retrieved before anyone can discover whether the facts have meaning.[18]

"Reference librarians can develop this critical judgement...."

In summary, new technologies have brought unlimited opportunities for the development of new skills and achievements by the reference librarian in the academic health sciences library. We see ahead the capability of our users to develop computer skills of their own and to rely on librarians for guidance; of our health centers to develop integrated information systems which encompass all areas of medical information; and of the reference librarian to fill the dual roles of skilled locator of information and educator for students and practitioners in making available the rich literature resources in biomedicine. In the complex world of the 1980's, health professionals need both information and knowledge. Reference librarians must be dedicated to the pursuit of both.

REFERENCES

1. Licklider, J. C. R., Libraries of the Future, Cambridge, MA, M.I.T. Press, 1965.

2. Rothstein, Samuel, The Development of Reference Services Through Academic Traditions, Public Library Practice and Special Librarianship, Chicago, Association of College and Research Libraries, 1955. p. 19.

3. Schiller, Anita R., "Reference Service: Instruction or Information," The Library Quarterly, January 1965. p. 60.

4. Durack, David T., "The Weight of Medical Knowledge," The New England Journal of Medicine, April 1978. p. 773.

5. Lancaster, F. W., Toward Paperless Information Systems, New York, Academic Press, 1978. pp. 105-110.

6. Ibid. pp. 155-159.

7. Jarcho, Saul, "The Physician as Scholar" in Centenary of Index Medicus, 1879-1979, edited by John B. Blake, Bethesda, MD, National Library of Medicine, 1980. p. 112.

8. Jenner, Edward, An Inquiry Into the Causes and Effects of the Variolae Vaccinae..., London, printed for the author by Sampson Law and sold by Law, 1798.

9. Vesalius, Andreas, De Humani Corporis Fabrica Libri Septem, Basileae, Joannis Oporini, 1543.

10. Matheson, Nina W., "Academic Information in the Academic Health Sciences Center: Roles for the Library in Information Management," Journal of Medical Education, October 1982.

11. Horowitz, Gary L., and Bleich, Howard L., "Paperchase: a Computer Program to Search the Medical Literature," The New England Journal of Medicine, October 1981. pp. 924-930.

12. Brodman, Estelle, "Providing for Information Needs in Medical Libraries." Address to the Upstate New York and Ontario Chapter of the Medical Library Association, Albany, NY, October 14, 1982.

13. King, Lester S., Medical Thinking; a Historical Preface, Princeton, NJ, Princeton University Press, 1982. pp. 308-309.

14. Ingelfinger, Franz J., "Austere Librarians—Volte-Face!" Bulletin of the Medical Library Association, January 1967. p. 3.

15. Brieger, Gert H., "Fit to Study Medicine: Notes for a History of Premedical Education in America." Address to the American Association for the History of Medicine, Bethesda, MD, April 30, 1982.

16. Tosteson, Daniel C., "Harvard Medical School Dean's Report, 1979-1980," Harvard Medical Alumni Bulletin, Report p. 2, Spring 1981. ff. p. 65.

17. Boorstin, Daniel J., "Gresham's Law: Knowledge or Information," AB Bookman's Weekly, February 22, 1981. p. 1379.

18. Ibid. p. 1382.

THREE LIBRARY ADVOCATES RECEIVE AWARDS

In the fall of 1982 awards for contributions to library service were made to three New York State people. Laura Bradley Chodos and Andrew Geddes were honored by the New York Library Association and E.J. Josey by the Library Association of The City University of New York.

Ms. Chodos received NYLA's 1982 Outstanding Advocate of Libraries Award in recognition of her "extraordinary activity on behalf of library service to the citizens of New York State." Involved for over 25 years with libraries, museums, and nonprofit social service agencies in upstate New York, she has been a strong spokesperson for continuing education, comprehensive planning, and applications of technology to strengthen cooperation between libraries and other education institutions and agencies in the public and private sector. She was a New York State delegate to the 1979 White House Conference on Library and Information Services and serves on the steering committee of an elected task force to implement While House Conference resolutions in State and Federal library legislation. In September, she was elected chair of the National Task Force on Library/Information Issues. She has been a member of the New York State Board of Regents since 1976.

Mr. Geddes received the 1982 Outstanding Service to Libraries Award, also at the 89th annual conference of NYLA held in Albany in October 1982. The award was in recognition of his "significant contributions to the development and growth of library services in New York State." Starting as assistant in the Brooklyn Public Library in 1951, he has been involved in almost every major planning effort that has influenced public library and cooperative system development in the State. Assuming the directorship of Nassau Library System in 1964, he initiated one of the first major applications of computer technology to library systems in New York. Now, 18 years later, he still seeks new challenges and opportunities to expand the service capability of public libraries. Mr. Geddes holds the unique status of having been a delegate to the only two Governor's Conferences called in the State - in 1965 and in 1978.

In November, E.J. Josey was honored by LACUNY with a citation of special merit for his "outstanding contributions to American librarianship and his support of the libraries and librarians of CUNY." He is Chief of the Bureau of Specialist Library Service of the State Education Department, and throughout his career has been active in community and professional organizations including 12 years of service on ALA Council and 3 years on the ALA Executive Board.

REFERENCE AND INFORMATION SERVICES IN THE VASSAR COLLEGE LIBRARY

By Bernice K. Lacks,
Head of Readers' Services,
Vassar College Library

The unique character of any college library is derived from the college itself and the kind of education that takes place there. Vassar College is a four-year liberal arts college of 2,250 students and 200 faculty members with a strong academic tradition which emphasizes independent research by students at all levels. The library, which houses over 550,000 volumes and over 3,700 currently received periodicals, is rich in primary sources which even freshmen are expected to find and use. Students write three or four papers a semester, and most seniors write a thesis.

In the Vassar College Library, reference is chiefly an educational service. For college administrators and for faculty the reference staff produces information, but for students instruction is of primary importance. The immediate aim is to help students write better papers by introducing them to scholarly resources and by giving them logical approaches to finding those resources. Students are taught that there are vast amounts of information to be found and that if they are persistent and logical they will be able to find it by themselves, or, if the search is complex, with the aid of a reference librarian.

A student's library education is an ongoing process which consists of a series of encounters with various reference and information services. For the purposes of this paper, reference and information services include reference-desk service; course-related instruction; library-skills instruction; individualized instruction; preparation of bibiliographies, walking tours, and other aids; and interlibrary loan. (Reference and information services of Vassar's Special Collections Department are not included in this discussion.) In reference services the primary concern is how to reach more students with both formal and informal instruction, and, at the same time, how to cope with the demands which the expansion of services places upon a small staff.

REFERENCE-DESK SERVICE

The first step in a student's library education is often a contact at the reference desk. How successful that first encounter is may influence the student's receptivity to course-related instruction and to participation in voluntary instructional services. Discussions of reference service in library literature usually focus on the quality of service, but adequate staffing of the reference desk is equally important. A student who has to wait in line for a reference librarian will often turn away and not ask for help.

Several years ago the quantitative aspect of reference desk service became an area of concern when an obvious increase in demand for service was not reflected in the statistics. In 1978, a survey of reference staffing patterns at 39 colleges showed Vassar as fifteenth in reference person-hours per week (76.5 hours) and first in number of reference transactions per week (475).[1] We began to think that our reference statistics might be approaching some sort of upper limit. In reality the statistics were masking the real need for service because of the fact that only one person was schedulted at a time. We theorized that the number of reference questions would double during busy periods if there were two reference librarians available, and we set up an experiment to test the theory. For at least two years previously, reference statistics had been recorded by time of day, so it was possible to select certain times to double staff and have a basis for comparison. For the experiment we chose 7 p.m. and 10 p.m. on Tuesday evenings. What the experiment showed was that the average number of questions on Tuesday evenings with one reference librarian on duty was 33.5. With two reference librarians on duty the average was 69.25 — more than double. It was the feeling of those who participated in the experiment that even with two librarians on duty many questions still went unanswered. Presently the reference desk is double-staffed 16 hours a week, and the reference statistics have shown a corresponding rise.

CORRELATION BETWEEN REFERENCE QUESTIONS AND COURSE-RELATED INSTRUCTION

There is also a very interesting correspondence between the number of students reached through course-related instruction and the total number of reference questions, which holds true over a period of several years. In larger libraries bibliographic instruction and reference are often separate departments, and I have been astonished to hear librarians who participate only in the instruction say there was little relation between the two programs, or that an aim of bibliographic instruction is to make students less dependent on the reference staff. It is very apparent in a library of Vassar's size that bibliographic instruction and reference-desk service dovetail in important ways. A survey of our students showed that 86 percent of those who had had course-related instruction sought the help of a reference librarian, compared with 64 percent who had not had such instruction. Students who have had course-related instruction were heavier users of a range of library services: interlibrary loan, give-away bibliographies, college catalog collection and circulating-book procedures, and they come to the reference desk with more sophisticated questions. The reference librarians can then take the students one step further in their library education. It is also obvious, and important, that when reference librarians give course-related instruction they increase the knowledge and skills they bring to across-the-desk reference.

> *"...one of our stated aims – to help students write better papers."*

COURSE-RELATED INSTRUCTION

It has not been necessary for the Vassar Library to promote course-related instruction. Faculty have done it for us. We do classes upon request, the requests coming chiefly from the history and social science departments. This has made for a somewhat uneven program, and it means that departments which utilize the library's collection are not being served equally. Yet, we do not have the staff to actively promote the service, or even to make it more widely available than it is now. We probably do fewer course-related instruction sessions than other institutions of the same size because of the kind of preparation that is required here. Our presentations are tailored to specific assignments, but because Vassar faculty members seldom teach a course exactly the same way, new library lectures must be prepared each time. The quality of teaching at Vassar is high, and to make the quality of library instruction match that standard is both challenging and exciting.

As the course-related instruction program expanded, it had to be kept in balance with reference desk staffing and other reference services. With a small staff, the program could not just grow like Topsy. Reference service as a whole and its place within the total library program had also to be considered. We have our own idea of what constitutes "balance," but we have been greatly assisted by applying a formula developed by John Webb when he was assistant dean for public services at Wright State University. The formula is as follows:

A. Calculate total reference staff hours (assuming that reference staff is responsible for bibliographic instruction).

B. Calculate total reference desk-hours.

C. Calcualte 10 hours/week/full-time reference staff member (assuming that full-time reference staff members each work approximately 40 hours/week).

D. If (B + C)/A = 3/4 or less, ample staff time is "available" for instituting a thorough program of bibliographic instruction.

E. If (B + C)/A = 3/4 - 7/8, proceed, but some staff may be over-committed.

F. If (B + C)/A = 7/8 or more, the staff may not have enough time for the development and implementation of a systematic program.[2]

Webb presented his formula with cautionary phrases: as an attempt to "outline the framework within which the budget implications of bibliographic instruction,"[3] rather than costs, might be considered; and as a "preliminary attempt at quantification"[4] considering only a few simple variables. Since our concern was not with the actual cost of the program, but with determining priorities among existing and expanding services, the formula proved very useful. As we have applied it over a period of several years, it has held its validity, and still serves us as a guide.

EVALUATION OF LIBRARY INSTRUCTION

A recent article on the evaluation of library instruction begins by referring to the old saw about the weather saying that "there is a good deal of talking about evaluation, but few seem to be doing anything about it."[3] In fact, the literature shows that some real progress is being made in methods of evaluation — the article cited above being an example. But, understandably enough, the progress is being achieved by persons with the necessary knowledge and skills and is evident in a few institutions where priority is devoted to evaluation. Here, as in many libraries, we rely chiefly on subjective measures.

Three years ago we used questionnaires to gather information on the course-related instruction program and pretests and posttests to evaluate the library skills course. The testing was intended both to improve course content and to provide evidence for support for the instructional program. The responses to the questionnaire on course-related instruction were overwhelmingly positive. The results of the library-skills-course testing were also very positive. The average pretest score was 68 percent. The average score in posttesting was 83 percent. Evaluation paragraphs written by students were all positive -- most were enthusiastic. Instead of continuing to administer tests and questionnaires, we decided to rely on comments of faculty members, students, and reference librarians. If these subjective measures indicate that we are not achieving our objectives, we can reinstitute a testing program to gather more specific information.

Subjective evaluation in a library of this size has a certain validity. Given the correlation between course-related instruction and reference contacts, the reference librarians do get good feedback on what students are getting out of classes. A very important form of feedback is contained in unsolicited faculty comments. For example:

> I wanted to tell you how grateful I was this term for the class on research methods for my course in Victorian Literature. The students all told me how much they profited from the session, but their papers proved it. A similar assignment in the first semester, without instruction from our librarians, produced a rather shabby, disappointing set of papers. The improvement in the second semester's research papers was stunning. Reading them was exhilarating for me.

A comment such as this shows that we are indeed reaching one of our stated aims — to help students write better papers. Students who express appreciation and enthusiasm for course-related instruction continue to be open and responsive to reference services which are voluntary.

IN-DEPTH INDIVIDUAL INSTRUCTION

There is no one required course at Vassar in which the writing of term papers is taught, and, therefore, no ready-made structure in which to insert a library lecture that would reach every student. We rely chiefly on course-related instruction and the library skills course, which — because it is purely voluntary — is not well attended. Through these two programs we probably reach one-fourth of the student body in any given year.

In an effort to reach students who have not had a library class we publicize a service called "Library Research Consultation." A sign explaining the service is prominently displayed at the reference desk. Students fill out forms requesting an appointment with a reference librarian. The requests come from students who have only a paper topic and no idea where to begin, or they come from students who have done considerable work on a project and need a rather sophisticated level of assistance. Usually one session with a student is enough, but it is open-ended. The reference librarian spends as much time with a student as that student needs, and in the case of a thesis topic, the reference librarian often does considerable preparation before meeting with the student. Not a large number of students take advantage of this service, but it is important because of the consultations in disciplines in which we are not reaching the students through course-related instruction. It helps to round out the program.

"The reference librarian spends as much time with a student as that student needs...."

BIBLIOGRAPHIES AND WALKING TOURS

The preparation of bibliographies, walking tours, and other aids is a useful and necessary function in a library of this kind. The collection is rich and the faculty emphasize the importance of using scholarly indexes and bibliographies to get at the literature of a subject. Reference librarians prepare bibliographies of three types:

1. Bibliographies for course-related instruction. For the most part these are tailormade to a particular assignment and can be very brief, such as the one-page guide to sources on British Technology in the Nineteenth Century, or quite extensive, such as the 79-item, annotated bibliography on Literary Allusions.

> ***"Copies of all bibliographies...have proved to be indispensable aids to the reference staff."***

2. Bibliographies and walking tours prepared for the give-away rack. Since certain students will never approach the reference desk for help, we hope to reach some of them through the very popular give-away bibliographies. Give-aways are prepared in answer to frequently asked reference questions. Repeated requests for where to find the text of a law or court decision prompted our Guide to U.S. Law. Because we were not doing course-related instructions for the Education Department we prepared a Guide to the Literature of Education for the give-away rack.

3. Bibliographies which highlight important collections at Vassar. These are extensive and may be broad in scope, such as the Bibliography of Bibliographies in Women's History, or narrowly focused, such as the 425-item list of Women's Diaries and Autobiograhies. Vassar's rich periodical holdings are brought to the attention of faculty and students through such publications as the Radical Periodicals list.

Copies of all bibliographies are available at the reference desk and have proved to be indispensable aids to the reference staff.

INTERLIBRARY LOAN

Interlibrary loan is a much appreciated part of Vassar's information services; but contrary to what we would expect, the total-items-requested figure, unlike the reference question total, does not correlate at all with the number of students reached through library instruction. Over the past five years the items-requested total has fluctuated as much as 25 percent, but on a curve totally independent of other departmental statistics. A three-year average shows 35 percent of the items borrowed were for faculty, 58 percent for students. The breakdown by classes is: seniors, 44 percent; juniors, 7 percent; sophomores, 5 percent; and freshmen, 2 percent.

Vassar's interlibrary lending has always been higher than its borrowing. Until 1979/80, when we began participating in the OCLC interlibrary loan subsystem, this imbalance was accounted for by loans within the Southeastern region. Typically, within the region we loan three and one-half times as many books as we borrow and supply two and one-half times as many articles as we receive. Since we became a lender through OCLC, incoming requests have steadily increased. In 1979/80, OCLC requests received were 23 percent fewer than requests sent. In 1981/82, requests were 163 percent more than requests sent. Counting the requests received on OCLC, the number of our interlibrary loan transactions has reached an all-time high and it is still climbing.

> ***"Should we turn down requests for...instructions in order to fill every [ILL]?"***

Because the interlibrary loan librarian works at the reference desk and participates in course-related instruction, sudden and unpredictable fluctuations of interlibrary loan transactions have serious implications for reference services. Interlibrary loan is a well-established service. There is almost a mystique about it. The requests both outgoing and incoming carry their own momentum. Should we turn down requests for course-related instruction in order to fill every interlibrary request that comes our way? The last sudden growth in interlibrary loan was 10 years ago, before the bibliographic instruction program came into being. When we began the instructional program, it was with a certain level of interlibrary loan service in mind. We now must decide if that level is still appropriate and, if so, how to maintain it.

THE FUTURE

The new component of reference and information services at Vassar will be on-site computer literature searching. We have felt a need for it for some time, particularly for access to the scientific literature where current information is important and data bases are in machine-readable form. The next reorganization of reference priorities will come when computer literature searching is integrated into reference services. It must be done in such a way that it does not jeopardize the aims of our instructional program. Clearly this service must also be developed in balance with other reference services, and some new formula must be found to be sure that the balance holds.

Librarians have come to view computers as time-savers, allowing reduction of staff. That is certainly true for technical operations such as cataloging. It is not true for interlibrary loan, where computerization has brought tremendous growth in demand for service. It will certainly not be true for other reference services. Computer literature searching allows an enhancement of services — the kind of searches we do on the computer can not be done by hand. Rather than allowing for a reduction of staff, computer literature searching will require additional staff. It is an additional service which will not replace services we are now performing.

At a time when library services are increasingly referred to in the literature as information services, reference services in college libraries revolve increasingly around teaching function. Library skills courses and course-related instruction prompt more and more sophisticated questions at the reference desk, making across-the-desk reference more of a teaching activity than it traditionally was. The introduction of space-saving microforms with their slippery bibliographic control; the increasing variety of formats in which information is packaged; computer-produced indexes; and computer access to catalogs and data bases all require increasing sophistication on the part of the user. As the supply of information increases and formats and forms of access become more complex, the role of the reference librarian as teacher will continue. Departmental priorities may shift somewhat toward delivery of information — computer-produced bibliographies and interlibrary loans — but the most important services to undergraduates are, and will continue to be, those which provide access to the treasures of their own libraries.

REFERENCES

1. Stockard, Joan; Loranz, Claire T.; and Linden, Sally, "Survey of Reference Staffing Patterns," Wellesley College Library, Readers Services Division, August 1978.

2. Webb, John, "Budget Implications of Bibliographic Instruction." Unpublished paper presented at a conference on bibliographic instruction at the College of Wooster, April 25, 1975. p. 4.

3. Ibid., p. 1.

4. Ibid., p. 4.

5. Hardesty, Larry; Lovrich, Jr., Nicholas P.; and Mannon, James, "Library-Use Instruction: Assessment of the Long-Term Effects," College & Research Libraries, January 1982.

ACADEMIC REFERENCE SERVICE IN TRANSITION: ONE LIBRARY'S RESPONSE TO CHANGING RESOURCES AND PROGRAMS

By Blanche Judd,
Head of Reference and Documents, Penfield Library,
State University of New York at Oswego

THE SETTING

The State University of New York at Oswego is one of 12 arts and science colleges in the SUNY system. Located on the shore of Lake Ontario, SUNY-Oswego is noteworthy for more than its lake effect snow storms. Its reputation for a sound liberal arts program, quality teaching, and a friendly campus atmosphere all combine to attract students. While some sister institutions are experiencing declining enrollments, SUNY-Oswego's enrollment remains at 7,500. In the fall of 1982, SUNY-Oswego accepted only 54.4 percent of all its applicants.

Economic hard times have, however, had their impact on SUNY-Oswego's campus. As part of a university system which is experiencing serious fiscal problems, we have shared in the statewide staff and program reductions. All campus departments, including the library, have had to examine their programs, redesign their units for maximum efficiency, and list their priorities.

SUNY-Oswego's Penfield Library building is only 14 years old. It houses 325,000 bound volumes; 154,145 paper government documents; and over one million microforms. Penfield's present staff of 18 librarians, one nonteaching professional, and 25 clerks are striving to maintain library services with a reduced staff. Five years ago Penfield had a total staff of 52. We now have 48 budgeted lines, of which 43 are filled. We have five fewer professional lines, and four fewer clerical lines.

THE PRIORITIES

Penfield Library has identified reference service as a top priority. We have continued our policy of having a librarian on reference duty whenever the library is open. As we are open 91 hours a week during the regular semester, this policy represents considerable staff commitment. To maintain reference service, it has been necessary to re-arrange collections and service desks and to change staff assignments.

Over the past three summers, major physical moves of library collections were completed. Two new collections—the curriculum materials center library and the former campus school library—were moved to Penfield. Our government documents and reference desks were combined into one information service desk. The law collection and the government documents reference sources, types of materials which often require reference assistance, were moved near the information desk. At the end of this summer, one of our librarians commented that Penfield Library was the only library she knew with a standing moving committee.

In the September 1980 issue of Library Journal, David Peele argued for the use of technical services librarians at the reference desks: ."A second solution . . . is to take technical services librarians out of the inner sanctum and have them serve a term."[1] Although in some places in 1982 this may still be a controversial issue, at Penfield this policy was implemented in 1975. All librarians are assigned four-hour reference mods with the number of weekly mods varying, depending upon each librarian's responsibilities.

Besides reference duty, most librarians have collection development responsibilities, all information services librarians participate in our library instruction program, and about one-half of our information services librarians do computer data base searching. This fall we hired two librarians to share two lines, one in technical services and one in information services. Each librarian works half-time in each area. Creatively utilizing the talents of a smaller staff has become a critical challenge for our library administrators.

To maintain the same level of reference service, it was still necessary to reduce our staff support in two other areas, special projects and special collections. If we lose any more lines, our director has indicated we may need to reduce library hours—a last resort for a service-orientated library department.

THE PREPARATION

The guidelines of the Reference and Adult Services Division of the American Library Association provide a framework for a discussion of reference services. Divided into two categories, these guidelines include both direct and indirect services. Under direct are personal information assistance and informal and formal library instruction. Indirect services include selection of materials, reference administration, evaluation of reference materials, and interlibrary loan.[2]

Though we feel a positive and friendly manner is important at the information desk, we share Joseph Rosenblum's opinion,". . . no matter how well one can communicate, one must first have an understanding of the library and its resources if one is to be a good reference librarian."[3] Learning about the library and its resources can seem an overwhelming challenge to inexperienced reference librarians. In response to their needs, a tri-level or tier approach to learning reference and library resources was developed.

"...demonstrate continued growth in one's knowledge of reference sources...."

The first level or goal is to become familiar with our ready reference collection and our reference files. With all librarians serving on the information desk, these files provide needed links to our resources. Since 1975 we have maintained a key word index for all new reference books and a file of frequently asked, problem questions. Last year, in response to increased demand, we began a file for overview articles found in encyclopedias, yearbooks, and other reference books. Also on ready reference are two notebooks: one on class assignments and one which is an operations manual for all library areas. A significant portion of our questions is answered using materials found at this first level.

The second level or goal is to become familiar with those reference sources, including indexes and abstracts, for subjects often requested in our library. These subjects would include education, psychology, business, and law. Here librarians are encouraged to attend course-related library instruction classes taught by their colleagues, to review our library's information guides which outline search strategies and resources, and to attend sessions of RAPS.

RAPS, an acronym for Reference and Professional Seminars, was begun in 1974. The RAPS coordinator plans programs based on librarians' suggestions. Though occasionally an outside speaker is invited, most RAPS are presented by our own librarians. RAPS reflects E.J. Josey's statement, ". . . if one of the public services librarians has specialized skills or talents . . . that librarian should be given the responsibility of helping other librarians on the staff to develop and maintain general working skills with such resources."[4]

Format and topics of RAPS vary from a one-hour overview of science indexes, to a review of the library's new curriculum materials center, to a series of in-depth workshops on law sources held during intersession. Some RAPS are general sessions with many librarians participating. Last year a popular general RAPS was one in which we shared our favorite overlooked reference books.

The third or final level is to demonstrate continued growth in one's knowledge of reference sources, especially in one's subject field. All information services librarians have at least one subject specialty which they are encouraged to develop through course work, attendance at workshops and conferences, or individualized reading and research. Continually emphasized is the importance of relying on our colleagues' subject specialties when answering difficult reference questions.

Because these colleagues with subject specialties are not always available when a user needs advanced reference assistance, Penfield began a new service, PLUS (Personalized Library Use Instruction). By filling out a request form at the information desk, students may have an appointment with a subject specialist librarian within two regular working days.

We believe this three-level approach outlines reasonable goals for training new librarians. Since Penfield is a mainly undergraduate library, the general knowledge of the first two areas takes precedence. As William Katz aptly states, "The real specialization every reference librarian must have is not in a narrow subject area, but in the area of handling information--acquiring, storing, finding, and relating to individual need."[5]

THE CHANGES

In June 1978, a General Education Committee was formed by our Faculty Assembly. This committee was to review our course requirements and recommend changes. This revised curriculum, called our General Education Requirements, was approved by the Faculty Assembly and President Radley in May 1979. It states:

> . . . a general education core should do more for students. It should assure that they leave the college with basic skills in composition and computation, and that they achieve a modest level of literacy in the social and behavioral sciences, and those areas of knowledge which generally fall under the classification of the humanities.[6]

Library skills are not addressed directly in the General Education Requirements. The General Education Committee stated, "The committee is fully aware that basic skills are not adequately treated here; but there is a limit on the number of general education courses which can be prescribed, and resources are limited." These requirements, however, do provide the first opportunity for a basic skills library instruction program.

Under these requirements approximately 90 percent of each freshman class must take English 102, a basic skills expository writing course. Some students are exempted from this requirement by passing an English department exam or by having prior college credit in an expository writing course. To ensure that the majority of freshman meet this requirement, the English department offers 40 to 50 sections of English 102 each semester.

Working closely with the English department, one librarian coordinates our basic level library instruction program. Each English 102 instructor brings his or her class to the library for one or, usually, two library instruction periods. In these sessions, librarians combine media, lecture, and worksheets to teach a search strategy, how to locate an overview article, how to use the card catalog, and how to use simple indexes. Students are also told about reference services, PLUS, and interlibrary loan. This past semester, 12 librarians taught basic skills to 40 sections of English 102.

Information is now being compiled from a study of our basic skills program. Done in conjunction with the psychology department, this study tests the library skills of freshmen who have had English 102 in their first semester. The same test is also given to freshmen who will not have English 102 until their second semester. A comparison of the results will be used to measure the effectiveness of our basic skills library instruction program.

Since the beginning of the English 102 program in fall 1980, reference use statistics have increased. In the previous academic year, 1979-80, reference use statistics had increased only 1 percent. In the 1980-81 academic year, reference use statistics increased 10 percent, and last year they increased 13 percent. Though directional questions did decrease in one year, the overall picture is of an increase in all three categories; directional, information, and search questions.[8] This supports Davinson's thesis:

> It is possible, however, that user education which has this last aim [freeing librarians from mundane inquiries] will be self-defeating, since the effect of making users more aware of the potential of the library may well result in more users making more complex demands thus adding to rather than relieving the load on the library staff.[9]

The combined efforts of providing a new basic skills library instruction program and meeting the increased demand for reference service have stretched our reduced professional staff to the limit. We are now examining alternatives to formal library class instruction for other classes taught under the General Education Requirements.

"...materials which often require reference assistance, were moved near the information desk."

The General Education Requirements have resulted in more library changes than those already discussed. With other new programs, these requirements have influenced the types of materials purchased for our reference catalog.

THE REFERENCE COLLECTION

Collection development for our 25,000 volume reference collection is the responsibility of the Head of Reference and the Reference Collection Development Group. This group of 10 librarians meets monthly to review major purchases, reference standing orders, and other related projects. This group is currently writing a comprehensive reference collection development policy. This policy will reflect William Miller's philosophy:

> . . . it [the college library] must selectively gather the informational materials that best facilitate the educational process. Since the college library can never acquire everything, it should then aspire to the acquisition of the most useful things.[10]

A balanced collection becomes less of a priority than a collection which supports the instructional program by purchasing the "most useful" titles.

With over 1,000 freshmen searching for overview articles in the reference collection each semester, we need many more subject reference books with an encyclopedia or handbook format. Our expanding business program, begun in the mid-1970s, has required a substantial increase in our reference standing order budget to purchase essential, but expensive, business annuals. Our public justice program provided the main impetus for strengthening our primary and secondary law collections. And, interdisciplinary programs—American Studies, Black Studies, Latin American Studies, and Women's Studies--all require materials to support their areas.

"Since the English 102 program...reference use statistics have increased."

If we are to continue to provide required resources, we need to be wise and careful consumers of reference dollars. To this end, we have reviewed our reference standing orders with "use" being the most important criterion. Subject specialist librarians have also reviewed reference books in their areas; they have compared similar titles and have recommended the title which best meets our needs. And, we continue to explore ways to optimally utilize the resources we do have.

Still, in order to provide reference materials required by new programs, a larger proportion of the reference budget has been spent to support classes at the undergraduate level. There is less money available to spend on research materials. Our faculty and graduate students will need to depend more upon interlibrary loan and the neighboring university libraries for their research needs.

THE FUTURE

With limited resources, communication between librarians and teaching faculty is crucial if the college is to meet its instructional goals. Having faculty status has given our librarians the opportunity to participate fully in faculty governance. Librarians serve on Faculty Assembly and on many collegewide committees. This participation has facilitated the library's informed and timely response to changing academic programs.

As full participants in the instructional goals of the college, librarians have increased visibility and credibility with their academic colleagues. The importance of faculty status for academic librarians will increase rather than diminish as libraries become more complex. In this article, we have seen one library's response to a changing academic program. Articles in the future may well need to address the response of academic programs to changing library technology.

REFERENCES

1. Peele, David, "Staffing the Reference Desk," Library Journal, September 1, 1980. p. 1710.
2. American Library Association, Reference and Adult Services Division, "A Commitment to Information Services," in Katz, William, Introduction to Reference Work, Vol. I, New York, McGraw-Hill Book Co., 1982. pp. 6-7.
3. Rosenblum, Joseph, "Reference Service in Academia—Quo Vadis?" The Journal of Academic Librarianship, July 1980. p. 151.
4. Josey, E.J., ed., New Dimensions for Academic Library Service, Metuchen, NJ, The Scarecrow Press, 1975. p. 212.
5. Katz, William A., Introduction to Reference Work, Vol. II, New York, McGraw-Hill Book Co., 1982. p. 32.
6. State University of New York, College of Arts and Science at Oswego, NY, General Education Requirements as Amended by Faculty Assembly on May 10, 1979 and Approved by President Radley on May 16, 1979. p. 1.
7. Ibid. p. 3.
8. State University of New York, College of Arts and Science at Oswego, NY, Penfield Library, Annual Reports, 1978-1982.
9. Davinson, Donald, Reference Service, London, Clive Bingley, 1980. p. 182.
10. Miller, William, and Rockwood, D. Stephen, eds., College Librarianship, Metuchen, NJ, The Scarecrow Press, p. 2.

NEW YORK STATE SETS RECORD FOR PARTICIPATION IN ALA'S NINTH ANNUAL LEGISLATIVE DAY

The New York State delegation to ALA's Ninth Annual Legislative Day held in Washington, D.C. on April 19, 1983 set a new record for the State's participation. There were 30 attendees from all parts of the State representing New York's various library associations such as the New York Library Association (NYLA), the Association for Library Information Science Education (ALISE), the New York State Association of Library Boards (NYSALB), and the Citizens Library Council (CLIC). Legislators and aides in the 2 senatorial and 34 congressional offices were contacted regarding the Library Services and Construction Act, Education Consolidation and Improvement Act (ECIA), the Office of Personnel Management standards for Federal librarians and a variety of other library-related matters.

The delegation was privileged to have Mitch Birzon, senior legislative counsel to Governor Cuomo, take part in the orientation session held on the eve of the "Day."

New York's freshman Congressman, Major Owens, was the leadoff speaker at the reception which concluded legislative activities in the Rayburn Building. The association's assessment of the effectiveness of Legislative Day has been highly favorable because the statewide distribution of delegates including trustees as well as librarians provided the widest range of contacts ever for discussions with all lawmakers from New York State.

REFERENCE AND INFORMATION SERVICES IN THE SMALL ACADEMIC LIBRARY

*By Marva L. DeLoach,
Associate Professor and Technical Services Librarian, and Elois A. Morgan,
former Reference Librarian,
Hampton Institute, Hampton, VA*

The delivery of quality reference and information services in the small academic library is crucial in meeting the information needs of its users. To ensure optimum use of available resources and to facilitate information transfer, reference librarians* must engage in substantative interaction with library users at the three basic levels of service delineated by the ALA Standards Committee of the Reference and Adult Services Division. First is personal assistance to the user on a one-to-one basis. This is generally perceived as the primary role of the reference librarian as teacher. Second is formal and informal library instruction which provides guidance and direction to users. Third is indirect reference service which opens a broader avenue to information beyond readily accessible in-house sources.[1] This third level has special significance for reference and information services in the small academic library because information is becoming such a sweeping concept.

> It involves the totality of experience: the taste, touch, smell, listen-and-hear, look-and-see of reality. It includes: the perceptions of events; judgements of people, impressions of places; education through conversation; observations of things; emotional responses; factual documentation; written opinions; oral memories of the past; critical analyses; reactions to our environment; and subjective examinations.
>
> The world of information extends within and beyond the book, the library, the community. It exists in people, places, and things. It surrounds us in every conceivable form.[2]

Given the above general guidelines for levels of service, how does one approach them; further define them; and, according to definition, tailor or apply them to the small academic library setting? One must understand that the Standards Committee's Guidelines are general in nature so that the means and degree to which they are applied can vary from library to library, according to staff, size of the student body, faculty, the status of the library in the institutional structure, and numerous other influential factors.

The reference librarian in a small college setting is often in a position to have greater control over many variables because s/he is often considered a key person within the library. The role of the small college librarian can be and often is, of necessity, multifaceted. Because the staff is usually small, a librarian must be somewhat of a dilettante. S/He assumes the roles of (1) teacher, in charge of library orientation and instruction tours, lectures, and classes; (2) public relations person; and (3) library spokesperson or liaison, in addition to the more purely professional roles/duties involving collection development, organization, and maintenance; staff supervision; and administration of reference and information services. Because of its size, the small academic library promotes close cooperation between reference/public and technical services departments. This interdependence, especially in serials work, is essential, asserts Grochmal, because "one cannot be of superior quality without the other".[3] The authors would like to extend this concept to all phases of reference and information services.

CLIENT GROUPS' NEEDS

In the academic library, service is rendered to two major client groups, students and teaching faculty. The greatest expressed needs of both groups are bibliographic in nature, but with questions from the two groups varying in their degree of complexity and depth. In the small academic library, user satisfaction cannot be considered an end in and of itself, but also should be used as a means of enlarging one's constituency. As such, meeting the client's perceived needs is equally as important as meeting his/her expressed needs.[4]

---

*The authors are using the term "reference librarian" to include any staff librarian who serves a reference function, as well as the staff librarian whose primary function is that of a reference librarian.

How does the reference librarian in the small academic library meet these all-important expressed and perceived needs of the students and faculty? How can teachers and librarians forge partnerships which integrate the library with the total academic/educational program of the student? Answers to these and other questions are intertwined and are deeply enbedded in faculty and students' perceptions of the conviviality of the library and the roles of the librarians in the academic setting. At Hampton Institute, faculty and students' expectations have long been focal points of the library staff and the college. Faculty expectations are so engrained at Hampton that this was the topic of the Tenth Annual Educational Staff Institute. Morehouse President Hugh Gloster, then chairperson of Hampton's Faculty Committee on the Library, outlined eight broad faculty expectations of the library. Integration of the library into the educational program of the college and instruction in the use of the library and its resources - teaching functions - emerged as key concerns of the faculty.[5] These teaching functions of the library have been traced from the nineteenth century to the present by Lynch and Seibert;[6] Guskin, Stoffle, and Boisse perpetuate and enlarge upon this concept of the teaching library as a "manner in which a library can best serve the educational needs [i.e., information needs] of faculty, students and community individuals and institutions.[7]

The library literature is replete with studies of both faculty and students perceptions of academic libraries and reference and information services. Perhaps one of the more extensive, scientific studies was conducted by Rzasa and Moriarity in 1970. Faculty in their study indicated that they used the library "to do research for a publishable paper or book..., read library material for self improvement, or find and read material required for a course."[8] Rzasa and Moriarity also found that graduate students frequented the library "to find and read material required for a course..., do homework with own books or do research for graduate exams or thesis,"[9] while undergraduate students responded "to do homework with own books..., or find and read material required for a course."[10] These are very basic findings which tend to hold true for most academic settings as has been indicated by faculty and students here at Hampton. Although there is some difference in character, each group shows some overlapping with the other two groups, most notably in their use of the library for course-related materials.

Davis and Bentley's survey of faculty perceptions and use at three small, private, academic institutions found that faculty members with less time at an institution represented the most disenchanted members of the faculty, ascribed lesser importance to the library staff's helpfulness, and felt that collections were not adequate in their areas of specialization.[11] Sandock concluded that many students were unaware of the various services in reference and information services or in some instances, were unaware that reference and information were available to them at their institutions.[12] Of what significance are these findings? Collections and services are dictated to a large extent by the teaching and research functions of the institutions in which libraries are found. But more importantly, faculty use and perceptions of the library can and often do permeate student use and perceptions of the library in the academic process.

Cooperation, therefore, between teachers and librarians is essential to effective bibliographic instruction. Library research becomes more meaningful to students when it is correlated with course work and when it is co-taught by professors and librarians.[13] Such cooperation, it seems, would be more feasible and natural at the small college than at larger universities which boast of successful, cooperative bibliographic instruction programs.[14] Seemingly, there should or would be no obstacles to such cooperative programs in institutions where almost every faculty member can identify each other by name. There can be drawbacks to cooperation, however. largely because of faculty perceptions of librarians and their roles in the educational process. This was pointed out in a questionnaire circulated to faculty during a CLR Grant. Responses to the questionnaire revealed that although the vast majority of respondents felt that the use of the library was important in the educational process and further that effective library skills were indispensable, respondents were split on every question dealing with the librarian's direct involvement in teaching. Paradoxically, 73 percent felt that the library was an extension of the classroom. But only 50 percent felt that student library instruction should be a joint venture between librarians and teachers. The response of another 41 percent of the faculty who felt that library instruction should be a part of the regular college orientation for new students, is probably the only response which is indicative of the faculty's perception of the role of the library - an integral, yet removed, part of the teaching/academic process. This attitude points to the many demands made upon a student's time and the faculty's attempt to steep students in as much discipline or subject matter as possible during their short college careers. In spite of this attitude, there have been great strides made toward isolated examples of teacher-librarian cooperation in some areas.

> *"...many students were unaware of the various services...."*

Student questionnaires distributed during this same period tended to mirror faculty concepts of the role of the librarians and library in the total teaching/academic process.

These findings indicate interesting challenges for the reference librarian in his/her quest to meet the information needs of users at the various levels of service outlined by the Standards Committee. At Hampton, reference and information services usually consist of a combination of the three levels of service and range from the minimum function of guiding users toward the utilization of resources to the maximum function of delivering specific, relevant information to users. More often than not, service falls somewhere in between on this continuum of extremes. At a personal level, the reference librarian gives service ranging from answering simple queries to supplying information based on bibliographical searches which combine her/his special reference competence in information handling techniques and manipulation of information resources with a subject specialty. Most frequently, the reference interview reveals that the bulk of user requests for personal assistance evolve around class-related assignments.

The reference interview, when handled expertly, is an invaluable tool for establishing rapport at the personal level. Dealing with users on a one-to-one basis provides an opportunity to gain their confidence; introduce them to or further refine their knowledge of bibliographic resources; or make their introduction to the library a less frightening, more positive experience. The second level of reference and information service, informal or formal library use instruction, is intrinsic to library and information science and is practiced daily at the primary and secondary levels. The reference interview and subsequent follow-through is exemplary of informal instruction at a very basic level. Other examples include in-house bibliographic instruction, library skills development classes facilitated through a freshman English courses; formal class-related instruction, especially on an advanced level or in subject areas, requiring classroom visitation; and freshman and new faculty orientation.

Because both new faculty and students are in an impressionable stage upon their arrival at an institution, orientation for both groups is a key element in the welcoming process and can provide a framework for future development of classroom-library integration. While freshman orientation is considered a fait accompli at many institutions, new faculty orientation is not always given its proper attention. If librarians remember that new faculty are also freshmen, many new supporters and allies could be gained very early in the career of faculty at a new institution. Therefore, this is an area which should be massaged by the reference librarian, in spite of the many demands on his/her time during the hectic weeks of the beginning of a new term.

Other techniques aimed at developing library use and awareness which have been successfully attempted at Hampton Institute include workbooks, handbooks, and other special guides to the collection testing library skills of students; librarian liaisons for departments; SDI services for faculty; compilation of bibliographies and topical guides; workshops solely for faculty members; and dissemination of information about the library and the staff through school organs and the campus radio station. In addition, the newly formed Atheneum Student Library Society has targeted library use and awareness as one of its objectives.

Librarians at Hampton hold faculty status and rank. Part of their responsibilities, therefore, involves serving on collegewide committees, participating in faculty meetings and other faculty gatherings, engaging in research and publication and serving as faculty sponsors of student activities outside of the library setting. In these capacities, librarians, teachers, and students interact in cooperative rather than adversarial capacities. Teachers and librarians are also seen more as equals by some of their colleagues than as merely support personnel. Measures which have been discussed but not yet enacted are formal memoranda and personal notes as additional avenues to enlarging faculty awareness and support of library services.

INDIRECT REFERENCE SERVICE

At the third level, indirect reference service, the user is provided access to information and bibliographic sources through interlibrary loan and/or interagency cooperation. The small academic library often utilizes the resources of larger and/or more specialized libraries and other agencies or people resources to enhance the research needs of its patrons. Thomas stresses the importance of outside information when describing the steps a student researcher should take to produce favorable results.[15] College professors; area businesses; national corporations; and local, state, and national governments are among the outside sources which can provide some of the most pertinent information beyond the confines of the library's resources. The astute reference librarian has at her/his command numerous indexes, bibliographies, directories, union lists, computer services, and other resources which, when utilized concurrently, can provide access to virtually any public collection in the United States and many others around the world. This phase of information recovery is generally beyond the comprehension of the average library user. Even the independent, well-versed user eventually requires the assistance of the reference librarian at level three. Thus, it is crucial to facilitating information transfer that a thorough reference interview be conducted and that the user be adequately assisted from level one through levels two and three when necessary.

"...maximum function of delivering specific, relevant information to users."

Exhaustion of all avenues leading to information is the key to thorough research. Guidance in obtaining information beyond the confines of the campus library is a function which demonstrates the professional abilities of the reference librarian. By determining user needs, making every possible resource within the library available, and then broadening the scope of information through bibliographic resources and other services outside of one's own library, the librarian performs an indispensable, matchless service. This step is facilitated at Hampton because it is strategically located among a cluster of specialized, public, and other larger, academic libraries and community agencies which have provided much needed assistance when Hampton did not have the desired resources in-house. Hampton has returned the favor on other occasions. The quality and breath of the reference interview initially ensured user satisfaction, however.

As the distinctions between instruction and information becomes less distinctive, as the variety and quality of new reference tools proliferate, as users increase their demands for information and become more sophisticated, and as libraries become more complex, the most certain future of reference and information services in the small, academic library is that there will be much more divergence in the nature and levels of service than there has been in the recent past.[16]

"...new faculty orientation is not always given its proper attention."

These trends suggest more extensive librarian-teacher partnerships and librarian-other users cooperation. Liaison work in the small academic library is one of the more effective means of fostering librarian-teacher partnerships. As the library assumes more of a teaching library function, reference and information services become the most important. most highly developed component of the library's services. Therefore,

> Careful planning and close cooperation with all users to be served are mandatory. Only through hard work, determination and carefully planned changes can such a 'teaching library' evolve.[17]

As the future unfurls, the reference librarian in the small academic library must be ingenious, creative, verbal, persistent, and most of all, concerned in order to fill the multifaceted roles that have evolved for him/her; yet s/he must remain flexible enough to change gracefully with the trends of the future if s/he is to continue to provide the much-needed quality reference and information services demanded by the users.

REFERENCES

1. American Library Association. Reference and Adult Services Division. Standards Committee, "A Commitment to Information Services: Developmental Guidelines." RQ, Spring 1979. pp.275-276.

2. Sayles, Jeremy W., "Bookman's Folly: A Hymn to Reference as Information Services," RQ, Winter 1978. pp.161-162.

3. Grochmal, Helen M., "Serials Department's Responsibilities for Reference," RQ, Summer 1981. p.406.

4. Job, Susan, "Cooperative Reference and the Small Academic Library," RQ, Summer 1978. pp.325-326.

5. Gloster, Hugh M., "What the Faculty Expects of the Library," Virginia Librarian, April 1957. pp.2-6.

6. Lynch, Beverly P. and Seibert, Karen S., "The Involvement of the Librarian in the Total Educational Process," Library Trends, Summer 1980. pp.127-136.

7. Guskin, Alan E., Carla J. Stoffle and Joseph A. Boisse. "The Academic Library as a Teaching Library: A Role for the 1980s," Library Trends, Fall 1979. p.295. (The findings of Benita J. Howell, Edward B. Reeves and John Van Willigen, "Fleeting Encounters—A Role Analysis of Reference Librarian-Patron Interaction," RQ, Winter 1976. p.127 suggest that reference librarians can assist patrons more effectively when they consciously cultivate a teaching role.)

8. Rzasa, Philip V., and Moriarity, John H., "The Type and Needs of Academic Library Users: A Case Study of 6,568 Responses," College and Research Libraries, November 1970. p.406.

9. Ibid.

10. Ibid.

11. Davis, Jinnie Y., and Bentley, Stella, "Factors Affecting Faculty Perceptions of Academic Libraries," College and Research Libraries, November 1979. p.531.

12. Sandock, Mollie, "A Study of University Students' Awareness of Reference Services," RQ, Summer 1977. p.295.

13. Kilpatrick, Janet L., "Quality of Student Research Enriched by Librarian/Faculty Cooperation," North Carolina Librarian, Fall 1980. pp.9-10.

14. Lynch and Seibert discuss several successful programs. One of the most successful and most publicized programs at a small college is detailed by Evan Ira Farber in "Library Instruction Throughout the Curriculum: Earlham College Program" in Educating the Library User.

15. Thomas, Sharon, "Grade 'A' Research Techniques," The Black Collegian, October/November 1982. p.18.

16. Childers, Thomas, "The Future of Reference and Information Service in the Public Library," Library Quarterly, October 1978. p.472.

17. Rader, Hannelore B., "Reference Services as a Teaching Function," Library Trends, Summer 1980. p.102.

BILINGUAL SERVICES UNDER LSCA IN NEW YORK STATE

Library Services & Construction Act funds of approximately $150,000 are being distributed in New York State so that public library systems may improve the bilingual services provided.

The goal of this program is to improve quality in educational opportunity for citizens of New York State for whom English is a second language by enabling public libraries to acquire materials and provide services in support of the following purposes:

1. To make the public library of greater use to people for whom English is a second language, particularly for those with limited ability in speaking and writing English
2. To increase the availability of English and foreign language materials of particular use to persons learning English as a second language
3. To provide appropriate library service to such persons who want to improve their fluency and skills in English

The total funding allocated for this invitational grant program will be determined by needs identified and the quality of proposals submitted for meeting those needs. Grants will be of two types:

(A) To public library systems for public library services consistent with the purposes outlined above. There will be up to 22 awards, totalling approximately $120,000.

(B) To a public library system to provide bibliographic, acquisition, interlibrary loan, and advisory services to other public library systems and the State Library. One or two awards will be made, totalling approximately $30,000.

Jack Spear is the contact person in Library Development, State Library for this program. All funds must be encumbered and projects completed by December 31, 1983, and project accounts must be closed by March 31, 1984.

PAMPHLET COLLECTION DEVELOPMENT

By Michael D. Spencer,
Humanities Reference Librarian,
St. Bonaventure University Library

Sometimes the best things come in small packages. Pamphlets are like magazine articles not only in their size, but also in their merits. However, much of the lack of respect of some librarians for pamphlets seems to come from considering them dwarfish books. Because of such attitudes, some preliminary information is due.

SIGNIFICANCE OF PAMPHLETS

Certainly, the pamphlet industry is extremely dynamic; statistics alone indicating that it is responding to the hungers of the public for information. From 1945 to 1965, General Electric Company gave away 143 billion publications for school classes, 84 million comics-type items, and 59 million noncomics items.[1] By 1981, a peak year for this source, the Technical Information Center, a single component of the Department of Energy, was handling an annual rate of 26 million "popular level pamphlets, booklets and posters."[2] In 1981, the National Clearinghouse for Drug Abuse Information, a relatively small Federal agency but one that provides hundreds of different pamphlets, gave away 5 million publications in response to inquiries, through mailing lists, at exhibits, and even through supermarkets, making it likely that after some years this agency will have distributed as many items as General Electric.[3] Many organizations, too, provide pamphlets. Any library that has produced guides to its services or its collection has thereby issued pamphlet-type material and, as a result, has had a firsthand taste of some of the advantages of this type of publication. And, actually, the demand for such material increases every year,[4] which in part may result from the fact that the quality of available pamphlets increased drastically during the 1970's, both those provided by the Federal government and by other sources.

Though indicative, facts about the pamphlet industry in general are not as significant as the specific kinds of information provided by pamphlets. A single request to certain organizations will enable a library to stock up with 50 or 100 high-quality pamphlets on such subjects as child abuse, alcoholism, and health problems such as cancer and neurological disorders like epilepsy. Not only is it possible to quickly obtain a rich volume of pamphlets on such high-interest topics, but the pamphlet collection can become, through an easy effort, the sole source for information otherwise unavailable in the library. For example, in this writer's library, by occasionally clipping articles from the newspaper for the pamphlet file, information was made available on topics of area interest such as the Chautauqua Institution, the Seneca Indians, and the local origins of the American oil industry. In other fields, too, the books furnished in the collection either may not provide the information at all, or they may not supply sufficiently recent information in areas where this is important, such as the job outlook in a specific occupation. The tendency for a book to be several years behind the times is evident to anyone who has examined bibliographical volumes just issued in order to see how well they cover the last few years.

The quality of individual pamphlets available is as important as the specific areas covered by a pamphlet collection; a folder of thirdrate material usually will be of little use. As he met several months ago with the publications officers of various Federal agencies while researching for a Library Journal Special Report, the writer was quite impressed with the quality of their efforts. For example, the National Institutes of Health at its complex outside Washington, D.C. both operates an extensive research program and puts out a multitude of pamphlets dealing with specific health problems as part of its mission to the nation. There, in order to enrich the content, a writer preparing a pamphlet will talk to the scientists, then will send a rough draft to the scientists, the publications office itself later feeling free to send the draft they receive for another review by the scientists. Furthermore, experience with the pamphlets issued by business will indicate how much is produced according to high standards; pamphlets that will enrich any collection, even though Occupation Outlook Quarterly, for example, warns that publications from professional associations, business, and industry may gloss over problems about outlook and salary.[5]

However, while the writer finds himself carefully checking some batches of incoming pamphlets, though he has hesitated to mention this fact, the pamphlets he has selected from business sources seem, all in all, more objective than what appears on the front page of many local daily newspapers.

SELECTION/SOURCES

Broad areas of concern receive slight attention in the library literature, one of which is pamphlet collection development. However, if the pamphlet collection accounts for only 1/100th of a library's circulation, it becomes quite important to avoid wasting time through practices such as relying heavily on selection tools of secondary worth and sending out batches of postcards, each one simply asking for a single pamphlet that may be out-of-print.

One powerful selection tool is the publications list providing access to 50-100 free high-interest pamphlets. This sort of resource in itself serves to illustrate that selection tools in this field have little resemblance to those in the field of books. Particularly worthy of mention among publications lists of United States government agencies are the following: "Publications Listing" from National Clearinghouse for Drug Abuse Information, P.O. Box 416, Kensington, MD, 20795; ask for "Publications Order Form" from the National Clearinghouse for Alcohol Information, P.O. Box 2345, Rockville, MD, 20852; "Catalog of NCCAN Publications" from National Center on Child Abuse and Neglect, P.O. Box 1182, Washington, D.C., 20013; consult the listings in the back of Department of State Bulletin, or ask for the latest issue of "Selected State Department Publications" from the U.S. Department of State, Bureau of Public Affairs, Washington, D.C., 20520, or ask to be placed on the mailing list for the last; "Free Management Assistance Publications" from the U.S. Small Business Administration, P.O. Box 15434, Fort Worth, Texas, 76119; "Popular Publications of the U.S. Geological Survey" from Branch Distribution, U.S. Geological Survey, 604 South Pickett Street, Alexandria, VA, 22304; "NIH Publications List" from the National Institutes of Health, Office of Communications, OD, Division of Public Information, Bethesda, MD, 20205. Some of these publications lists cover books as well as pamphlets - which is by no means a disadvantage. Next, a clearinghouse set up in 1979 in order to inform the public about the Federal sources of health information, which so far has been overlooked in the literature, will send out a leaflet listing a number of sources, many of them supplying pamphlets on health concerns without charge. The leaflet, "Selected Federal Health Information Clearinghouses and Information Centers," is available from National Health Information Clearinghouse (NHIC), P.O. Box 1133, Washington, D.C., 20013. While any publication furnished by the Government Printing Office costs money, many of the same Federal publications can be obtained free of charge directly from the issuing agencies; the same is true about many publications not listed in the Monthly Catalog. Furthermore, the government-operated Consumer Information Center, Pueblo, CO, 81009, through its "Consumer Information Catalog," offers varieties of items, many free, that were prepared by a wide variety of Federal agencies. This center will send out only 20 free publications per request, but it will be happy to put a library on the mailing list for this catalog, issued four times a year, if that library accepts at least 25 to distribute. Ask for the "Mail List Application" from Public Documents Distribution Center, Pueblo, CO, 81009.

"...the quality of available pamphlets increased drastically during the 1970's...."

State agencies provide pamphlets without charge, too. Outstanding in New York State is the Department of Health, which by means of its "Publications Catalog" offers 125 free pamphlets on such matters as nutrition, vermin, and specific health problems. The address for requesting it is NYS Department of Health, Office of Health Communications. Room 1455, Tower Building, Empire State Plaza, Albany, New York, 12237. Those who live outside New York State must pay for these publications; such customers, so this agency informs me, should ask for a price list. After the writer wrote to all New York State agencies, likely and unlikely, for their publications lists, the results were remarkably disappointing in view of the effort that had been made. To learn about free State agency publications — and ones available from every state — the Educators Grade Guide to Free Teaching Aids and also Sources, both of which will be discussed on another page, should be consulted.

Nongovernmental organizations have not issued many such massive lists of free pamphlets, perhaps partly due to the fact that taxpayers actually have already paid for the publications the government provides. But there are several notable ones. Dow Jones & Company distributes more than 20,000 copies a year[6] of its impressive catalog of Federal and private organizations and their free publications on such matters as finance, credit, energy, and consumer protection. The address for requesting a copy of "Materials Available to Educators" is Educational Service Bureau, Dow Jones & Company, P.O. Box 300, Princeton, NJ, 08540. And the Health Insurance Institute provides an excellent 25-page list of organizations, a great many of them offering free pamphlets on such specific mental and physical health problems as diabetes, drug abuse, cancer, and smoking. It is titled "Health Education Materials and the Organizations that Offer Them" and is available from Health Insurance Institute, 1850 K Street, N.W., Washington, D.C., 20006. The writer has written to many of these organizations and obtained notable results from government agencies such as the National Clearinghouse for Smoking and Health, from insurance organizations such as the Metropolitan Life Insurance Company, and from health associations dealing with specific problems, such as the American Diabetes Association and the American Cancer Society. Lists like these; i.e., ones that provide the names of organizations without identifying specific titles available, best can be approached by means of the techniques that will be discussed shortly. Also conveniently obtainable by subscription, by the way, are such series as Editorial Research Reports and Public Affairs Pamphlets. Shirley Miller on page 94 of her book The Vertical File and Its Satellites (Littleton, Libraries Unlimited, 1979) has some helpful advice on such series.

USING VERTICAL FILE INDEX

While using such lists, and obtaining them every year or two to gain access to the latest pamphlets, can serve to provide strong collections in some subjects, judicious use of certain serially produced sources, such as the Vertical File Index and local newspapers, can be important in order to develop the collection in other subjects. Most likely to come to mind among such serial services are those specialized selection tools such as Vertical File Index. This publication is the outstanding such source in the field because of its ease of use. Over half the high school libraries covered in one California survey of vertical files used it.[7] Unfortunately, it exhibits remarkably poor editorial control, since it is very spotty in its coverage and lists books at sometimes more than paperback prices, and no doubt the only reason it has persisted since 1935 is the fact that no other periodical like it is available. Less spotty in its coverage are the annuals issued by the Educators Progress Service; the best of these annuals, because of the scope of subjects covered, being the Educators Grade Guide to Free Teaching Aids, which identifies 2,000 free items. Several years ago the present writer put to use a large assortment of such lists of free and inexpensive materials, including ones revised every few years, but found this Guide best. Part of its merit may result from the yearly effort made in its compilation; the majority of the 2,000 items listed in each edition having been examined by staff members. The warning included in the brief prefatory note found in each issue of Vertical File Index that because the "material indexed is usualy of a nonpermanent nature," publications should be ordered promptly, underlies the importance of the currency of such a list; as a matter of fact, 40 percent of the titles in each annual issue of the Guide are listed for the first time.

SELECTION TECHNIQUE

However, it is a serious mistake to be preoccupied with the titles specified in any source, since the issuing organizations frequently have a wide variety of other items that they will be happy to send to a library without charge. Several important techniques can be used to obtain those items not identified in the source being used. The writer has found it productive to request the publications list directly from any organization that seemed likely to have a publications program of any real size at the same time as asking for the title cited in the source at hand. The writer simply penciled in the margin the form to be used by the student assistant filling out the postcard to be sent. Other techniques are practiced in some libraries. One writer recommends asking to be placed on the mailing list of an organization.[8] Though it is best to request its publications list when the nature of what an organization issues is unclear, Shirley Miller advises that, in other cases, it may be more productive to make a subject request to an organization for material. This is superior, she explains, to requesting whatever specific title has turned up, a title which may be out-of-print or have been superseded by a richer or more recent item.[9] In fact, the writer was assured in Washington by several publications officers that their agencies will be happy to receive subject requests by phone or mail. Actually many organizations don't issue a publications list. When making a subject request, though, it is often important to make clearly defined requests that include the potential audience and specific subject areas. The writer has found through experience that, without such information, the clerk or other employee handling a request may send undesirable material such as the annual report of their obscure organization, perhaps in the place of more valuable items. When it comes to large areas of concern, such as travel or career material for the pamphlet file, a library usually will be forced to make subject requests from likely organizations. Such techniques show how older listings, whether books or issues of periodicals like Vertical File Index, can still be put to use for obtaining items. Those putting to use such older listings can ignore specific titles cited and rely on the organizations identified to send material, though it may be desirable to check Encyclopedia of Associations, The United States Government Manual, or an industrial directory to see if the address is the same.

USING SOURCES . . .

These preliminaries bring us to the next important selection tool: Sources, A Guide to Print and Nonprint Materials Available from Organizations, Industry, Government Agencies, and Specialized Publishers. Each issue of this three-times-a-year periodical focuses on 600 new organizations, each entry identifying usually about 5 to 20 publications. Only with the fourth yearly volume has Sources begun to revise entries that appeared in its first volume four years earlier. However, because of the erratic coverage of Vertical File Index, Sources does not necessarily seem inferior when it comes to the numbers of its offerings. Sources is more like the directory, Sources for Serials, for example, than Books in Print, since the organizations identified usually are not principally publishers. Because Sources does not necessarily cover all the publications issued by an organization, due to the fact that stress is thrown on characterizing an organization, it would be wiser in many cases not only to ask for specific titles cited, but at the same time either to request their publications list or to ask for whatever additional material they have on the subjects you specify. Unfortunately, while Sources is valuable for the wide-ranging assistance provided in a field where too little other such help is available, the facts that 1) users will have to sort through it, because it covers books, periodicals, and audiovisual materials as well as pamphlets, and 2) the high cost of a subscription, will keep it from appearing in many libraries. Finally, the writer found that the pamphlets he received themselves were an extremely rich source of information. Not only do some organizations issue special pamphlets devoted to listing information sources in their area of concern, but other pamphlets will identify further sources of information in the back. The writer has sent postcards to such further sources of information identified in this way, then gone through the new batches of pamphlets that finally came so as to discover new sources, continuing on in a series of cycles, each of some months, that continued on for years.

OTHER TOOLS

The selection tools described above are equivalent when it comes to their wide-ranging bibliographical coverage, at least to services for other fields like CBI and Ulrich's. Crowds of other sources, including, for example, directories of organizations and magazine columns, also could be put to use. While a librarian utilizing every source with any potential wouldn't have time for any other library task, taking occasion to use a few such sources can be profitable. By sending out a onetime batch of requests to the relevant organizations identified in the Directory of Associations, for example, a library could obtain a rich variety of material on a particular subject like child abuse.[10] Moreover, Shirly Miller identifies a surprisingly wide variety of magazines with departments and columns that alert readers to pamphlets available from various organizations, and she promises that those who investigate will discover an extensive variety of such magazines for any subject field.[11] Frankly, though, so countless were the sources Shirley Miller showed to exist on every hand that the writer, dazed by the encounter, ended by never using any of them. When it comes to finding the time for projects of any scale, unfortunately, we enter the real world. Still, never putting such columns to use may be a mistake. Ruth and Elizabeth Ferguson provide the reasonable advice that checking a few magazines regularly only takes a moment,[19] and, in fact, some columns are particularly noteworthy, for example, the listings at the end of each issue of

---

> *"[The New York State] Department of Health...offers 125 free pamphlets...."*

Changing Times, The Vocational Guidance Quarterly, and American Education, each suitable for different needs. In fact, though statistics about pamphlets are scarce, a Columbia University dissertation surveying the librarians responsible for government documents and pamphlets at 30 community college libraries in New York State revealed that 18 used periodicals to select material, 12 used newspapers (though without indicating how often these types of resources were used).[13]

CLIPPINGS AND REPRINTS

Particularly fruitful, too, is an occasional effort to clip articles from magazines and the local newspaper. In fact, as has been pointed out here, pamphlets are like such articles, and, as a result, many organizations include reprints of articles along with the pamphlets they send. Frequently useful in the library where the writer works are clippings concerning the neighboring towns, Olean and Allegany, and dealing with the events, buildings, and people of the library's parent institution, St. Bonaventure University, including articles from the campus weekly and the alumni newsletter. Without these clippings, all the reference librarians repeatedly would be forced to tell those desiring such information that they cannot provide it. As a matter of fact, librarians widely provide such clippings; the survey of California high school libraries already mentioned having revealed that 57 percent had newspaper clippings and 48 percent had periodical clippings.[14] The structure of this type of literature differs indeed from that of other literary types such as books, and actually, when it comes down to it, all in all, it seems best to interpret the term "pamphlet" very broadly so that libraries can put to use, for example, annual reports of local institutions and sample issues and even runs of magazines and newsletters that specialize in a topic of interest, such as Endangered Species Technical Bulletin, dealing with rare animals, and FOI Bulletin, dealing with freedom of information.

Career and travel pamphlets, bodies of literature each having, to some extent, unique structures of their own, need separate treatment. Many libraries, in fact, file information in these areas separately from the main pamphlet collection, often in separate drawers in their vertical file cabinets. Career material will be discussed here first.

CAREER INFORMATION

Unique for the admirably practical help it can provide to those wishing to improve their library's career resources is a report in Occupational Outlook Quarterly of a survey covering the pamphlets, books, and magazines actually available in high school libraries.[15] This article and standard selection tools like Library Journal and Vertical File Index identify varieties of publications on resume writing, interviewing, job hunting, and the like. Therefore, the discussion here will focus on occupational pamphlets, since there are so many of these that they could never be reviewed adequately in the standard selection sources used by librarians.

The most common source of pamphlets on particular occupations are professional associations, according to the article in Occupational Outlook Quarterly; the next, private business.[16] Occupational pamphlets are available without charge in countless numbers on careers in advertising and other fields from such organizations as the American Advertising Federation, the American Society for Medical Technology, the National Association of Legal Secretaries, and the National Association of Social Workers. Unfortunately, each organization has to be written separately. This makes sources that identify such organizations valuable.

One such source, Encyclopedia of Careers and Vocational Guidance, at the end of each career discussion in its second volume, identifies organizations that send out information on that career. Since this source is issued every few years in updated versions, it shouldn't pass into oblivion in the foreseeable future. Another source, though more troublesome to use for this purpose, is Encyclopedia of Associations. The career office at the university where the writer works sends for material every two years from organizations identified at the end of each brief in the subscription series, Chronicle Occupational Briefs. Furthermore, a few books that concentrate on identifying publications on particular occupations have been published, but such books quickly become as unreliable for identifying publications actually available as an older edition of Books in Print. Worse yet, any publication on careers over five years old should be suspect, advises Occupational Outlook Handbook, since information about salaries, employment outlook, and training requirements could be obsolete or misleading.[17] All the same, older directories of occupational publications can be put to use by making subject requests for material to the organizations identified, ignoring specific titles cited. Actually, the writer's favorite source, the 1979 National Career Directory by Barry and Linda Gale, is by now unimportant when it comes to the titles specified, but is invaluable because it identifies multitudes of associations which had a policy of sending free pamphlets on every imaginable occupation, though Encyclopedia of Associations should be checked to learn the current correct address of each, since most of them have changed.

Those requesting career pamphlets ought not to overlook what is offered by their state, since the occupational situation varies in some degree from to state to state. In fact, occupational briefs issued by state governments, the report in Occupational Outlook Quarterly, reveals, were present in 40 percent of the high school libraries surveyed.[18] Libraries in New York State, for their part, ought not to overlook the impressively extensive variety of publications available from the New York State Department of Labor - publications dealing, for example, with the labor market, salaries, and the situation for a particular occupation in a specific area of the State. Ask for the list, "Free Publications," and their "Directory of Labor Market Information" from N.Y. State Department of Labor, Bureau of Labor Market Information, State Office Building Campus, Albany, New York, 12240. Other states, as well, provide such information. California's Employment Development Department has issued a noteworthy series of 250 briefs on various occupations that can be put to use in other states. The "Order Form for California Occupational Guide Series" is available from Employment Development Department, Employment Data and Research, 800 Capital Mall, Sacramento, California, 95814. Since they will not send all these briefs to libraries outside California, it will be necessary for these libraries to select specific ones.

"...Encyclopedia of Careers...identifies organizations that send out information...."

Ranging through occupations of every sort are those sets of briefs which enable a library to obtain an occupational library through a single order. Briefs conveniently provide essential information on a particular occupation succinctly as do the articles in Occupational Outlook Handbook. The article in Occupational Outlook Quarterly already mentioned is useful here, too, since it lists the eight or nine sets in widest use. The most prevalent such service is Chronicle Occupational Briefs (about half the libraries surveyed subscribed to it) so this particular set will be used here to illustrate its type briefly. About a fourth of the 400 briefs in the Chronicle set are revised each year with the result that at any time a number of these briefs will be almost four years old. Yet, on the other hand, this very factor means that, after purchasing the set initially, subscribers pay only for that quantity of revised briefs each year. Those considering such a set may wish to refer to Shirley Miller's judicious comments on its disadvantages and advantages.[19]

TRAVEL INFORMATION

Obtaining pamphlet-type travel publications is less involved than obtaining career publications. Many of the oil companies that once so freely sent out maps through the mail to those who requested them, no longer do so; Exxon, for one, shut down this service the same month this writer phoned to inquire. However, Texaco, which foresees no end to this service, will provide maps of every state and Canadian Province and of the larger American cities. These maps should be requested from Texaco Travel Service, P.O. Box 1459, Houston, TX, 77001. However, in order to obtain free maps for other places, such as smaller cities, and to get other types of travel information, such as brochures detailing the local sights, it is necessary to send postcards to the appropriate state, regional, and/or city travel services and Chambers of Commerce, which, in their multitudes, are happy to send out information to help bring in tourists and their money. Before zip codes were required by the post office, a request to the Chamber of Commerce in any city, even without a street address, always would reach its destination. While this technique sometimes still is productive, at other times, because the post office returns the postcard as undeliverable, the effort will have been wasted. Accordingly, certain publications providing the names and addresses of such sources of travel information perform a valuable service. Almanacs do nicely to indicate sources for each state and the largest American cities. State addresses can be found in Information Please Almanac under "Travel—Information Sources" and "Cities—Chambers of Commerce" or in The World Almanac under "Tourist Attractions" for cities and states. Even more convenient, and covering every place in the United States of any size as well, is the World Wide Chamber of

Commerce Directory, issued annually by Johnson Publishing Co., Eighth and Van Buren Sts., Loveland, Colorado, 80537. When desiring to go through any such information source to select items for this library, the writer was not reluctant to obtain it via interlibrary loan. Finally, the magazines Travel/Holiday and Sunset should be mentioned, too, because, as Shirley Miller points out, each of them alerts readers to a variety of travel items.[20]

USE SIMPLE PROCEDURES

The meetings on time management held at some library conferences brought out the fact that those who fail to take even a short time to plan future efforts will from then on waste a great deal of time. While some efforts are important, such as maintaining a guide to the headings that are used in the pamphlet file, specifying the year of receipt on the front of each pamphlet in order to ease later weeding, and adding cross-references in the library's card catalog to topics covered by the vertical file, the writer five years ago put an end to most of the elaborate record keeping done when he took charge of the pamphlet collection in his library - and no one noticed the difference. Detailed considerations on such matters would be out of place in the present article, but those who wish to explore such issues at further length can consult Shirley Miller's The Vertical File and Its Satellites, which is superb on setting up procedures and selecting equipment. Next. a spectrum exists that ranges from material on topics in frequent demand to the kind of material which, no matter how many pamphlets are made available, will be used no more than once every few months. The point chosen on this spectrum will determine fundamentally both the character of a pamphlet collection and the amount of time that will be required to care for it. However even free material isn't free, considering the money paid staff for each hour of work needed to develop, process, and weed the collection. To collect a large mass of material in order to have the resources on hand to answer a single difficult question every few months may well seem unjustifiable.

"Procedures in ordering material also should be kept simple."

Procedures in ordering material also should be kept simple. While order forms should be used when they are included with publications lists, the publications officers the writer met in Washington made it clear that people desiring their material shouldn't hesitate, for example, to use photocopied or torn-out pages from their publications lists to request the publications they provide without charge. The writer customarily sends postcards, asking in the first line that the titles specified be sent "for our library." Official stationary rather than postcards is necessary only in a few special cases for example, when making a special request or writing to an organization that usually does not send material out in the mail. Indeed, it has been a principal aim of this article to show how a pamphlet collection can be established efficiently. Pamphlets, in the final analysis, are a vital source of information to supplement reference materials.

REFERENCES

1. General Electric Company, Distribution History—Educational Relations Booklets for Secondary Schools and Colleges-Cumulative—April 1, 1945 to April 1, 1965, Fairfield, CT, General Electric Company, 1965. (Mimeographed) See also DuVall, Charles, and Krepel, Wayne, Free Materials and Education, Randolph, WI, Educators Progress Service, Inc., 1978. p. 78.
2. "DOE's Technical Information Center Capsulating Tech Data for Public," Energy Insider, December 8, 1980. p. 7.
3. This figure comes from an undated note sent from this clearinghouse to the writer in the summer of 1982.

4. Suttles, Patricia, "Foreward" in Educators Grade Guide to Free Teaching Aids, ed. Kathleen Nehmer, Twenty-Eighth Edition, Randolph, WI, Educators Progress Service, Inc., 1982. p. x.

5. "Career Information: What's Available in Schools?" Occupational Outlook Quarterly, Summer 1982. p. 36.

6. DuVall and Krepel, op. cit. p. 65.

7. Graycar, Marie, "Survey of Vertical Files in California Public High School Libraries," California School Libraries, May 1966. p. 26. Reprinted in Readings in Nonbook Librarianship, ed. Jean Kujoth, Metuchen, NJ, Scarecrow, 1968. pp. 180-82.

8. Snyder, Doris, "A Supplementary Pamphlet File in an Academic Library," Oklahoma Librarian, October 1974. p. 11.

9. Miller, Shirley, The Vertical File and Its Satellites, Littleton, CO, Libraries Unlimited, 1979. p. 37.

10. Veitch, Natalie, "Free and Inexpensive," RQ, Fall 1972. p. 65.

11. Miller, op. cit. pp. 32-33.

12. Ferguson, Ruth, and Ferguson, Elizabeth, "Keeping Up With Pamphlets," Library Journal, April 15, 1961. p. 1643.

13. Lowe, Mildred, Government Publications and Pamphlets in the Community Colleges of New York State, New York, Columbia University, Faculty of School Library Science, 1972. p. 67. This is a dissertation.

14. Graycar, op. cit. p. 26.

15. "Career Information: What's Available in Schools?" pp.34-37.

16. Ibid., p. 36.

17. U.S. Bureau of Labor Statistics, Occupational Outlook Handbook, 1982-83 Edition, Washington, D.C., U.S. Bureau of Labor Statistics, 1982. p. 5.

18. "Career Information: What's Available in Schools?" op cit. pp. 36.

19 Miller, op. cit. pp. 122-24.

20. Miller, op. cit. p. 90.

REFERENCE AND INFORMATION SERVICES IN THE INFORMATION SOCIETY: POSSIBILITIES FOR THE SCHOOL LIBRARY MEDIA CENTER

By Jeanne English,
former Librarian,
Evanston Township (IL) High School

Any discussion of reference and information services in school library media centers today must begin with a redefinition of the educator and education in the Information Society. Claude Mathis, speaking at the Conference on Education for the Lifespan in the Information Society, Northwestern University, March 1982, noted that education no longer is confined to the classroom, but reaches beyond into a multitude of situations, agencies, and frames of reference. Home, school, and church no longer are the sole indoctrinators of the young in social values, school no longer the sole source of learning in the learning society. Mathis speaks of the "human learning network" in which the individual encounters many more "education providers" than those in the classroom.[1] Shifting boundaries of education and educator are matched by shifting boundaries of information as for-profit information services proliferate, thanks to computerization, blurring those distinctions of free access to information traditionally characteristic of library, not-for-profit information systems.[2]

Although the school library media center has lagged behind academic and public libraries in utiltizing the new technology to alter basic information retrieval systems, change is being given a chance by lower-priced microcomputer technology now at hand. New terminology signals a new outlook, as the on-line catalog, automated processing and circulation systems, and computer-assisted instructional information systems gradually but surely inch their way into our midst. School library media specialists will hear echoes of their own condition in Mathis' prediction of new roles:

> The perspectives of those who will have active roles in making an expanded system function properly will be different from those who are trained to teach a specific subject in a specific classroom.[3]

A tendency toward reaction rather than action was noted by Marilyn Miller in her 1979 survey of supervisors, in which she asked for help in identifying the most serious problems facing school library/media program development in 34 states.[4] Prominent among many problems was the concern that personnel were failing to "keep up" with modern technology. Miller identified as hopeful the development of technology and its impact on the schools, specifically the importance of the school library media center, the introduction of the computer and video into instruction, facilities for production of materials, and classroom use of media. She viewed with suspicion the calibre of library/media education programs about which so little was known. She was convinced, however, that the new media skills, when combined with the traditional information and materials skills of the librarian could place the school library media professional in a "position of intellectual power in the school."[5]

Ahmed Gamaluddin labeled the Dewey Decimal System of classification a "quagmire," incapable of measuring up to expanded information demands precipitated by automation and computerization in society and today's schools. While he was aiming at changing the classification system, which is not our main concern here, nevertheless, responses to his survey of 1,000 school librarians and media specialists in Pennsylvania reflect prevailing attitudes toward change in general. Mention of change brought comments, such as: "The system works, why change?" "Who has time to change the whole collection?" Familiar arguments raised were: limited staffing in one-person operations, little time for innovation where things were working well, familiarity of users with the system, expense involved in change.[6] The patterns of reaction documented here must be overcome with new insights and new initiatives.

REDEFINING EDUCATION

In the context of redefining education, with implications for roles for educators reaching beyond the classroom, the logical professional in the school already trained to function from an information perspective is the school library media specialist. The computer, without a doubt, stands at the edge of the information frontier, making possible ventures into new kinds of information systems and consequent liberation from limitations of outdated systems dependent upon our computer literacy quotient. We might begin a foray into this new territory by considering both the perceived virtues and limitations of the microcomputer. Steve Jobs, Apple executive, presents his product as miraculous indeed:

> When we invented the personal computer, we created a new kind of bicycle...a new man-machine partnership...a new generation of entrepreneurs...The personal computer is more than just a small "big" computer...It brings intelligence directly to where it's needed: at the personal level... It's a portable, easy-to-use tool that everyone can afford...totally dedicated to doing what you want. You can customize the Apple to work for you in ways a big computer never could....[7]

On the other hand, Jacques Hebenstreit, French educator, sees many problems for educators with the use of the microcomputer:

> To me, microcomputer is a low-end, cheap computer. The problem is that when a computer is really low-end and really cheap then it hardly deserves the name computer except for those people who believe a bunch of hardware with a mini-BASIC is a computer.[8]

"New terminology signals a new outlook...."

Whichever side one takes, it is clear that some educators, including, happily, some school library media specialists, have wrung excellent information systems of a new kind from the microcomputer, as we shall see later on in two ongoing projects.

Attempting to discuss computer literacy without simultaneously giving attention to the school library media concept creates a dichotomy to be avoided. This problem seems to crop up in professional articles about the uses of microcomputers in the school library media center, when the computer is presented as an added medium rather than a means for basic change.

In spite of reportedly massive sales of microcomputers, Arthur Luerhmann, director of the Lawrence Hall of Science, does not see computer literacy being universally promoted in schools:

> Mass computing literacy is not an agreed-upon goal. Today very few courses at any educational level show students how to use computing as an educational tool with applications to subject matter being taught...If the computer is so powerful a resource that it can be programmed to simulate the instructional process, shouldn't we be teaching our students mastery of this powerful intellectual tool?[9]

Luehrmann speaks to the need of instruction for students, which we must consider carefully as participants in the school program. Yet, we must ask ourselves: Are the components of a computer literacy program for teachers or students adequate to meet the distinct needs of school library media specialists? Pauline Wilson makes a distinction between the role of teacher and school librarian. Though sometimes we teach, our functions actually differ in essential respects from those of the classroom teacher, for we are charged with applying library processes to match relevant portions of the record to user needs. We teach only when this is the best, or the only, method to provide the user with access to the record.[10] With this distinction in focus, a computer literacy program for school library media specialists in the educational environment will have special components, as well as some generally applicable to students, teachers, and the general public, given the elemental role of computers in the Information Society.

A current reassessment of our role and functions rewards us with a 10-point set of some previously overlooked and undervalued characteristics central to the curriculum, which, therefore, make the school library media center a logical site for the generation of the computer literacy program with its integral linkage with the moving of information in all forms:

> Interdisciplinary environment, methodology, and tools

User orientation applying to both individuals and groups

Environment favorable to self-directed inquiry, curiosity-motivated browsing, intellectual and social growth
Materials evaluation, selection, acquisition, processing, distribution systems in place for every subject and interest area

Central vantage point for nonthreatening observation of teacher and students as they interact with school library media staff, information, and materials in implementing instruction

Positive environment for consultation and team planning with teachers and students

Teacher inservice personnel and facilities available to all

"The computer stands at the edge of the information frontier...."

Knowledge of and insight into sources of reference and media services geared to the needs of children and young people in every subject and interest area; A philosophy of free access

Knowledge of and insight into the techniques for organizing all types of media for a wide range of creative media production uses

Access to information networks, both local and remote, with potential for contacts with home computer operations.

With our rediscovery of some traditional virtues, we may find that old motto, "the school library media center - the heart of the curriculum," more appropriate than we first thought. As all eyes remain fixed on the classroom, which is on the decline, the school library media center and specialist set the scene for the generalized approach to computer literacy across every subject and interest area, across "vast gulfs" and "epochs" representing our Gutenberg past.[11]

Robert S. McLean, computer specialist, University of Toronto, suggests a direction which may make sense to most educators. Recognizing that many computer uses in schools do not directly prepare students for the information world, and that programs for making instruction more effective do not directly develop appreciation of the information revolution, McLean proposes that a more adequate approach might be to show some of the best examples of computer use throughout the curriculum:

> The microcomputer application to be considered here is primarily that of increasing student understanding of the components of the information revolution through direct experience with computer applications...in the world...the best applications.[12]

Some components for a computer literacy program targeted at school library media specialists now may be proposed:

- Knowledge of how computerization and automation have altered not only the transmission and transfer of information, with consequent change in techniques of instruction and in knowledge itself but also ratios and relationships among our senses as a result of the capability for instant processing of all forms of information (McLuhan, 1964)
- Knowledge of effects of computerization upon social, political, economic, and cultural developments on a global scale
- Knowledge of exemplary uses of the computer for pedagogical purposes in diverse educational environments, situations, and agencies beyond the school and over the lifespan
- Insight into effects of computerization on educational roles, institutions, practices, and theory
- Development of criteria for selection of software for library/media operations, intelligent authoring programs designing customized information and library programs of great diversity
- Knowledge of publications devoted to microcomputer developments in a wide range of interest and subject areas

- Skills in developing team relationships with subject specialists, programmers, dealers, educational consultants, and students for planning interdisciplinary instruction, information retrieval systems, creative library/media programs involving the computer

- Knowledge of sources of information, and data bases for performing reference and information services in all subject areas, with special attention to gearing such systems to needs of and materials for children and young people in schools

- Knowledge of local and remote information networks including home operators and operations, commercial, and not-for-profit

- Focus on users, with informal and formal analyses of characteristics and needs for designing customized information retrieval systems for matching materials to learners

- Knowledge of and continuing contact with academic and public libraries in the forefront of change

- Knowledge of computer hardware configurations for characteristic school library media center functions and activities, and adequate storage and future expansion; skill in handling, operating, and identifying maintenance requirements of the equipment

- Planning skills for blueprinting computer and microcomputer developments compatible with local school philosophy, objectives, and financial condition

- Knowledge of career opportunities related to information uses in society and of developments in commercial information services which alter employment conditions and affect status of school media professionals

- Legislation related to computerization in school library media centers

- Knowledge of, but not necessarily programming capability for, programming languages particularly appropriate for library/media operations.

This list probably can be made longer; as experience and feedback from users is forthcoming, it can be revised. Each component goal will present problems to be refined in the crucible of the school library media center, but the characteristic user focus of library services can be sustained. Computer literacy as perceived here is not a study of internal workings of computers, nor does it ask a knowledge of how to program computers. Rather, we focus on effects of computerization on society; on delivery of instruction, information, and services; and insight into matching materials with learners. The common sense of it is that such a program can be worked into the ongoing program of any school library media center at any stage and is calculated to carry forward the total program. A microcomputer simply added externally to the media collection of varied gadgets may become a temporary solution or even an obstacle to real and constructive instructional change. It may even create a setback for the school library media specialist by eroding time and energy.

Each of these goals in this list for bringing the school library media center into full encounter with the Information Society requires more space to develop than we have here. However, some school library media programs — exemplary ones in the author's view — utilizing the microcomputer will illustrate how combined concepts of computer literacy and school library media center services can bring revitalization to tired library systems and "burned out" school library media specialists!

If we look upon our list of components of our computer literacy program as criteria, they can serve as a guide to locating exemplary school library media center computerized systems. Betty Costa's development of an on-line catalog in her Mountainview, Colorado school of some 300 students touches many of our components in effecting fundamental change.[13] Her progress toward total change is marked by a central purpose of making access to information and instructional materials easier for young students who have great difficulties with the card catalog because of limited alphabetical and reading skills. Team planning with administrators, both building and district, computer programmer, dealer, and producer was continuous and close throughout the evolution of her final computer hardware configuration designed to meet needs and distinctive library/media specifications. User orientation, with special attention to learner characteristics - in this case, those of children and young people; interdisciplinary across-curriculum approach; computer-assisted instruction for handling and operating equipment; planning for adequate storage and future expansion; management of information for special purposes distribution–e.g., bibliographies to teachers and students-technical processes, including ordering, acquisition, weeding, replacement, and inventory; instant reinforcement of learning; continuing feedback for collection development and revision of the computer program - all these pluses add up to Costa's original purpose, easy access to materials based on user's needs rather than the traditional priority of meeting the needs of the outdated systems. The growth of the hardware configuration goes along with the growth of concepts and practical implementation of instructional purpose; the implications for thorough indoctrination of students and teachers in the fine points of computer literacy are obvious.

In her letter to Jim Deacon for publication in his CMC News, (Winter 1981), Betty Costa indentifies the hardware developed to meet her specifications:

Apple II or Bell & Howell microcomputer with 48K Ram memory,
Apple II or Bell & Howell Disk Drive w/controller (3.3DOS),
Corvus 10 megabyte hard disk storage system,
Corvus Mirror System (for back-up - use with VTR),
Serial Interface Card,
Monitor or TV receiver with R/F modulator,
Printer with computer interface.

Costs for this system, according to Costa, range between $8,000 and $12,000, well below that of a similar minicomputer system, which would run between $40,000 and $60,000. Costa's system is planned to handle up to 35,000 items. depending on size of record. In her letter, Costa indicates that an even larger collection could be handled by adding[14] a second megabyte disk or a 20 megabyte disk.

One might be inclined to say, "Pooh! Pooh! " to viewing this elementary school on-line catalog as a model for a larger school, e.g., a high school of 3,000 students, with a 90,000 item media collection. It is conceivable, however, that what has been done at Mountainview may also be feasible for a start with a small segment of a larger collection. More fundamentally, starting with one area of curriculum would be more to the point of integrating materials and instruction. Working with an interested department or individual classroom teachers in a department, the school library media specialist could team up for detailed subject analyses of reference materials germaine to that subject, aimed at developing an on-line catalog including those materials. It's such a great idea for a summer curriculum project targeted at a real instructional need which teachers and administrators are likely to favor! With the promise of greater accessibility of microcomputers in the school, planning cannot begin too soon. Disks storing data can be deposited with teachers so to be available to students at any time, thus forming an information network originating in the school building. Extending this network to the home computer could be a logical next link in the human learning system.

"...focus on effects of computerization on society...."

Continuing to make use of our components list as a guide, we find the districtwide program of the Cuyahoga Special Education Service Center a model on a larger scale of an exemplary instructional information retrieval system. Again, confusion caused by the traditional library type catalog provided the incentive for professionals, in both the school library media area and Special Education, to develop their own customized information retrieval system using the computer to match materials to instructional objectives and indivdual needs of learners. Under the direction of Harriet Furton-Reece, this system is marked by exacting analysis of both learner needs, and characteristics of every single piece of instructional material in a collection numbering over 12,000 media items. In addition to developing specialized classification systems to meet specific weaknesses of students, the information system is only one of many supportive services, including inservice for teachers in diagnosing strengths and weaknesses for students, publications and information about all services, and recently, a program for evaluating software produced for Special Education students. Total effects, again, are etched into the original blueprint for the program objectives. Hardware for producing this integrated program of many services consists of one TRS80 Model II microcomputer, 64K Ram, with four floppy-disk drives, a high-speed line printer 5, a Quime word processor printer, cables, and a software program called PROFILE for designing library customized materials selection, circulation, and processing systems; total cost around $12,000. Again, the implication of such an in-depth approach to computerized assistance for meeting learner's needs is inclusive of both school library media center and computer library concepts which are so intertwined that the one does not exist without the other.[15]

Jim Deacon's CMC News - outstanding for informing us of mushrooming programs around the nation in the development of reference, information, and many other creative school library media programs using the computer - gives hope that the lag perceived in recent years in the school library media specialist's willingness to try new technology to solve long-standing problems will soon vanish. We think this advance, however, will depend upon a rediscovery by school library media specialists of some overlooked and undervalued virtues intrinsic to the role. When we stop to think, we recognize that the school library media specialist, above all other professionals in the school, possesses the vantage point for observing each subject discipline as it is implemented in the interaction among teachers, students, and instructional materials. We have gained insight into human behavior as no other participant in the school ever has, working with administrators, teachers, and students from day to day. More accurately than administrators, we can identify intuitively changes in behavior for good or less good among teachers and students as instructional modules and materials are put to the test. On a nonthreatening basis teachers consult with us about their instructional problems, as well as discuss with us various resolutions to problems of their students. From us, students often receive guidance and direction in satisfying reading, career, and personal interests. No other professional in the school has access to as comprehensive an overview of components of instruction in relation to all users. The school library media professional's appreciation of his/her central role may be eroded to an abysmally low level by the difficulty of documenting with empirical research his/her effectiveness.[16] Nevertheless, we work with people as they are, one-on-one. We are informal but real master politicians in a highly political environment. Our centrality at the heart of the curriculum may be so taken for granted as scarcely to be thought of except as a time-worn cliche.

"...the school library media specialist possesses the vantage point for observing...."

Given the potential of the microcomputer to help us revolutionize the instructional information systems in every school at an affordable price, it behooves school library specialists not to act on impulse, but to "think-out before putting-out" a blueprint for joining the Information Society based on a boost from microcomputer attractiveness.[17] Simply adding the microcomputer to the media collection will not be enough. Problems political and logistical plague the school environment, affecting the power of the school library media center to make the rapid changes required. Yet fundamental change in structures, beginning with that basic tool, the library catalog, are mandated by the new scale in human affairs in the Information Society.[18] Many thousands of educators, we are told, will be about the business of learning to use microcomputers in classrooms, and will already have purchased micros for themselves and their children at home.[19] Sharing a century of experience in developing information systems that make pedagogical sense can give direction where trends toward "rediscovery of the wheel" are likely to deteriorate into mediocre use of otherwise ingenious technology. In the process of "thinking-out before putting-out," elements of a common sense computer literacy program across the curriculum may emerge as a product of the school library media center environment, already favorably structured for the creation of interdisciplinary, interpersonal relationships in the ever-expanding human learning network of the Information Society.

REFERENCES

1. Mathis, Claude, Redefining the Educator, Conference on Education for the Lifespan in the Information Society, Northwestern University, March 1982, Northwestern Educator, Spring 1982. pp. 10-11.

2. Schiller, A. R., "Shifting Boundaries in Information," Library Journal, April 1, 1981. pp. 705-9.

3. Mathis. op. cit., p. 11.

4. Miller, Marilyn, "How Long, Oh, Lord, Do We Roam in the Wilderness." School Library Journal, December 1979. pp. 5-11.

5. Ibid, p. 6.

6. Gamaluddin, Ahmed F., "Dewey Decimal Classification: 'A Quagmire,'" School Library Journal, April 1980. pp. 32-5.

7. Jobs, Steve, "When We Invented the Personal Computer...," Computers and People, July-August 1981. pp. 8-11.

8. Hebenstreit, Jacques, "Microcomputers in Secondary Education," in E. D. Tagg. ed., Microcomputers in Secondary Education, Amsterdam, North-Holland, 1980. pp. 1-14.

9. Luehrmann, Arthur, "Should the Computer Teach the Student, or Vice-Versa?" in Robert Taylor, ed., The Computer in the School: Tutor, Tool, Tutee, New York, Teachers College Press, 1980. pp. 129-135.

10. Wilson, Pauline A., "Librarians as Teachers, the Study of an Organization Fiction," Library Quarterly, April 1979. pp. 146-62.

11. Wells, H. G., When the Sleeper Wakes, in E. F. Bleiler, ed., Three Prophetic Science Fiction Novels of H.G. Wells, New York. Dover, 1968. pp. 1-187. Awakening after a 200 year trance, the Sleeper senses he has crossed "vast gulfs" and "epochs" to reach an altered world he cannot understand.

12. McLean, Robert S., "School Microcomputers: Literacy in an Information Age," E. D. Tagg, ed., Microcomputers in Secondary Education, Amsterdam, North-Holland, 1980. pp. 83-8.

13. Costa, Betty, "Microcomputer in Colorado - It's Elementary!" Wilson Library Bulletin, May 1981. pp. 676-8+. "An Online Catalog for an Elementary School Library Media Center," School Library Media Quarterly, Summer 1982. pp. 337-340+.

14. Costa, Betty, Letter, CMC News, Winter 1981. p. 3. Computer in the Media Center News (CMC News), c/o Jim Deacon, Editor, 515 Oak Street North, Cannon Falls, MN 55009.

15. Furton-Reece, Harriet, Using the Computer to Match Materials to Instructional Objectives, Educational Computer Consortium, Educational Computer Fair, Cuyahoga Community College, Cleveland, October 17, 1981.

16. Stroud, Janet G., "Research Methodolody Used in School Library Dissertations," School Library Media Quarterly, 1982. pp. 124-134.

17. McLuhan, Marshall, Understanding Media: The Extensions of Man, New York, Signet, 1964. p. 48. Karen Levitan, "The School Library as an Instructional Information System," School Media Quarterly, Spring 1975. pp. 194-203.

18. McLuhan, Ibid., p. 23.

19. Identifying and Getting Your Share of the Microcomputer Market for Microcomputers, TS., Westport, CT, Market Retrieval, 1981.

LOCAL HISTORY AS AN INFORMATION SERVICE

By Sheldon L. Tarakan,
Coordinator of Community Relations,
Port Washington (NY) Public Library

Information exists, so it seems, in such greatly expanding quantities that new technologies are constently being devised in order for information handlers to simply keep pace with the flow. One unfortunate result of this "tech boom" is the seeming deemphasis upon the importance of local events in favor of the more universal. Vast systems of automated information retrieval are quickly becoming commonplace in many libraries, and nonlibrary information brokerage operations are springing up all over the place in an attempt to fill the rapidly growing information needs of businesses and researchers. It would not be at all unfair to state that the more universal the information, the easier it is to locate it in myriad standard sources. Conversely, more localized information is extremely difficult to find in a major news source. One would hardly expect to find the results of a small-town bake-off or school board election lodged within the pages of The New York Times. Yet that very information might well fill an important need for someone attempting to research a local event, a series of events, an organization, or an individual.

The premise that it is a major responsibility of the individual public library to serve as a repository for local information is not a new one. Libraries, from their beginnings in this country, have embodied a sense of community pride and the desire to preserve the past for the benefit of future generations. In fact, many of the earliest charters written for libraries in early New England cited the desirability of establishing local archives for use by future researchers. Many of these early libraries were started up by the same people who founded and ran local historical societies.

DIFFICULTIES HANDLING LOCAL INFORMATION

Responsibility notwithstanding, the difficulties that surround the collecting and organizing of local information often provide an unattractive and at times insurmountable obstacle for many libraries without sufficient staff, be it paid or volunteer, to engage in the many hours of work it takes to isolate, gather, codify, and then present this information in a format usable by the public. Here, of course, we have the perfect "Catch-22" situation: the importance of collecting local information can easilty be overshadowed by the difficulties involved in doing so; yet the need for collecting this type of information by local libraries exists because the information is so difficult to locate. There is hardly a librarian on the job today who will argue against the responsibility of local libraries to provide as much in the way of local information as they can possibly unearth.

The Port Washington Public Library's committment to a multi-faceted program involving the collection, preservation, codification, and dissemination of local information, both current and retrospective, employs a wide range of techniques. technologies, and levels of training. The library's reference librarians are primarily responsible for handling print materials, including old papers, letters, photographs, manuscripts, and the like, as well as current local government documents; the media staff is involved in a comprehensive program of oral history on videotape, using the latest video equipment operated by specially trained community volunteers; a nonlibrarian historian serves in an advisory capacity, formulating and implementing local, oral history projects. Together, these elements blend into a communitywide effort that has generated a great deal of excitement throughout Port Washington and has attracted the attention of funding agencies interested in the library's projects.

SPECIAL ARCHIVAL COLLECTIONS

The earliest evidence of the library's interest in local information exists in the "Long Island Collection," initially a small grouping of books, maps, and documents pertaining to the history of the Island as a whole, and the Town of North Hempstead in particular. Over the years, materials were added as they became available through gifts or by way of sheer serendipity. The first major acquisition came in 1976 when the library was presented with the complete manuscript and photograph files of Ernest Simon, a local newspaper editor who ran a column in each issue of the Port Washington News called "Port Remembered." Each article dealt with a historical subject, and very often an old photo was incorporated into the article to add another dimension to Simon's reportage. These files, known as the Port Washington Public Library Ernie Simon Collection, now form the basis of the library's local history collection. The Ernie Simon Collection has been registered with the National Union Catalog of Manuscript Collections (NUCMC). Shortly afterwards, several local organizations approached the library to see if it wanted to have their archives and make them available to the general public. One of the more extensive archives came from the Play Troupe of Port Washington, believed to be the oldest continuing theater group in New York State, dating back to the mid-1920's. The oldest archives now located in the library are those of the Village Welfare Society of Port Washington, incorporated in 1909. Both of these archives have been registered with NUCMC.

Utilizing volunteer help to work along with the library staff, the Reference Department began to study each of the photos in the Ernie Simon Collection to see if individuals and events could be indentified. All of the photographs were then copied by a professional photographer. The new negatives are kept on file and are available for by individuals, newspapers, organizations, and so on. The loan requires the establishment of a contract between the user and the library to insure the safety of the negative and the correct crediting of the library as the source of the photo. To date, many photos have been loaned out and used throughout Long Island. Photos from the Ernie Simon Collection were recently used in an article for Newsday, Long Island's largest newspaper.

The major thrust of the library's efforts regarding print materials was the preservation of these materials. Fragile pages of newsprint were encapsulated within a clear film so they could still be handled and even photocopied, but would suffer no further deterioration; poorly bound books were boxed in acid-free paper; letters, documents, and other miscellaneous papers were similarly treated.

CURRENT DATA

The Reference Department's responsibility for collecting local information is not limited to the past. The library attempts to gather all the documents issued by local government agencies whenever it can. An alpha-numeric classification scheme is used to arrange hundreds of documents received from Nassau County, the Town of North Hempstead, the various special districts (water, police, garbage, etc.), and the individual villages that make up the Port Washington School District. These documents include ordinances, zoning codes, budgets, annual reports, and so on. There is an index to the collection containing a title card for each document with cross-references connecting titles, popular names, and agencies.

Print material, of course, will remain for many generations to come(the basis of all historical collections) and libraries are correct in expending a great deal of energy in the location, protection, and preservation of these irreplaceable documents. Many larger libraries have begun microfilming these materials for use by researchers who need the information contained within, rather than the actual piece of paper itself. But technologies exist that make it possible to record the voices and images of individuals and events. Using audio cassettes and videotape, the library has undertaken an oral history program that has far-reaching implications for the collecting of local information.

"...local organizations [asked the library] to have their archives...."

ORAL HISTORY

The major oral history program produced by the library is entitled "Sands of Port." Dating back to the first decades after the Civil War, sand mining has been the single most important shaping element in the occupational and cultural landscape of Port Washington. The 1,200 acre Hempstead Harbor sandpits attracted thousands of foreign laborers between 1880 and 1920. They came from Ireland, Italy, Germany, Nova Scotia, Poland, Russia, and Norway, to extract the "silicious, rich, clean, and extra strong Cow Bay sand" which was destined to build the skyscrapers, sidewalks, and subways of New York City. Many of the families of these early sand miners still live in the area and have always been eager to share their recollections and reminiscences of the old days.

"Sands or Port," which was instituted under the auspices of the New York Council for the Humanities, provided a forum in which distinguished scholars conducted lectures at the library that included discussions of the geology of the sand pit area, a history of the local labor movement, and profiles of the immigrants who came to Port to work the mines. The programs usually included slides, films, or photographs--and even music. "Sands of Port" also provided a series of oral history workshops in an attempt to involve those having first-hand knowledge of sand mining in the area. The project culminated in an organized walking tour of the sand bank area, which also contains a wide variety of flora, fauna, and ancient fossils. A specially drawn map of the area was produced by a local architect and serves not only as a handy guide to the tour, but as a lasting souvenir of the experience. An audio cassette was also produced and duplicated in quantity so that individuals wishing to take their own tour of the sand banks could do so. The library lends out these tapes along with cassette players.

Another oral history project arising from the efforts of the library's historian was the documenting of Port Washington's black community featuring interviews on tape with several of the area's leading black citizens. Supported by a grant from the Arwood Foundation, the historian began to contact members of the community whose families had lived in Port for many generations. Some of the oldest black families in Port Washington came in the 1600's. They were the first butchers and icemen, and prior to the library's project, no one had thought to undertake a study of this very important area of community history.

VIDEO PRODUCTIONS

Video technology has had a tremendous impact on the library's ability to collect local information. The library's ongoing program of video training for members of the community began in 1971. Since then almost 500 people have been taught now to use the latest video equipment and have gone out into the community to record events, interview citizens, and generally document the course of local history. Each summer the Media Services Department undertakes an intensive training program for a small number of Port Washington residents. The 15-session workshop is designed to teach the participants the techniques of research and interviewing, script writing, and video production. Using color video equipment and the documentary style of production, the workshop participants record locations and interviews with people in the community. Participants are selected for their overall qualifications, which include familiarity with Port's history and residents, active involvement in community issues, a minor amount of video production experience, some interviewing, writing, and/or research skills, and possibly some photography experience.

The 1982 Video Production Workshop, funded in part by a grant from the New York State Council on the Arts produced three major pieces of local documentation. "Tides of Change" documented interviews with the first Water Constable for the Town of North Hempstead who, at 84 years of age, still had vivid recollections of how things were "way back when." His interview was coupled with that of the current Assistant Water Constable for the Town. Together the two men provided a generous historical perspective on Port as a waterfront community. "A Stage . . . Where Every Man Must Play a Part" featured taped interviews with long-time members of Port Washington's Play Troupe, whose historical archives are already on file in the library's collection. The tape provided old troupers yet another stage upon which to orate, this time in remembrance of their stage triumphs and trials of the past. The 30-minute tape will provide an authoritative glimpse into this energetic theater group for many years to come.

> *"The major thrust...was the preservation of these materials."*

"A Mighty Fortress: Main Street School" contains a series of interviews with long-time Port residents who are former students and teachers at the Main Street School, many of them dating back to the 1920's. The significance of this tape is especially evident in light of the controversy surrounding the disposition of the school property, which is in need of considerable repair. The local voters were sharply divided over a proposed plan to either tear the building down, undertake a major renovation, or slowly fix up the most badly worn sections over a period of years. The insights of these citizens who remember Port when it was still a farming community were highly regarded by policy- and decision-makers when the issues came up for consideration.

LOCAL DATA SERVES THE PUBLIC

Where does it all end? To answer that question we must first know where it all started.

> ***"...participants record locations and interviews with people in the community."***

Libraries must now more than ever assume a multiplicity of roles in order to accomplish their mission to the public. Information is a glorious word. To youngsters it conjurs up visions of vast data banks, computer terminals, and all the paraphernalia attendant to the computer age. To the old-timers it means locating a long-lost ancestor in some seemingly ancient local telephone directory (in which you never found a phone number containing more than four digits). To those of us with a sense of history, information means knowing from whence we came so that we can—in the most idealistic sense—see more clearly where we are headed.

Just tap into any library's information system—on or off line—and you'll begin to see the collective histories stored within its walls. Yesterday, the quill-and-ink entries of a young library's first book purchases; today the marvels of videotape, computers, microfilm; tomorrow—well, who knows? All we know is that our commitment must remain strong if our mission is to succeed.

PARENT LENDING LIBRARY PROVIDES VARIED RESOURCES ON DEAFNESS

St. Mary's School for the Deaf, Buffalo has used a $5,700 grant from the Margaret L. Wendt Foundation to establish a lending library for the parents of deaf children. It is expected to be operational in the spring of 1983, and additional services may be developed later.

Some of the information that will be included in the Parent Lending Library will cover: background material on deafness, language and speech development, communication and sign language, parenting and child development, child management, legislation affecting deaf persons, impact of deafness on the family, and career options and community services for deaf persons.

As the planned library will be accessible to parents throughout New York State. it will be a convenient information base for families living a distance from St. Mary's or other information agencies. Use of the library will enable parents to understand services not otherwise explained in their locales.

Initially, information will be disseminated in the form of books; pamphlets; and kits with books, toys, and games. Future consideration will be given to investigating the use of film loops, films, audio-video tapes, and records. Materials will be available either by a walk-in/pick-up method, or by mail, including interlibrary loan. Inquiries about this unique library or the loan of materials may be addressed to Collette Sangster, Librarian, St. Mary's School for the Deaf, 2253 Main Street, Buffalo, New York 14214 (phone 716-834-7200, Ext. 152).

“THE ULTIMATE COMPUTER:” OR, PROVIDING REFERENCE AND REFERRAL SERVICE AT A SMALL PUBLIC LIBRARY IN NORTHERN NEW YORK

By David W. Minnich,
Director, Wead Library,
Malone (NY) Central School District
Public Library

ANECDOTES OF REFERENCE SERVICE

About 25 years ago, a patron approached the main desk of the Wead Library in Malone, New York and asked: "What was the earth's population at the time of Christ?" He fully expected an answer. At eight in the evening, the only source available for consultation was the Library's 20,000 volume collection. Larned's Ready Reference History was no help, nor were any of the standard encyclopedias or almanacs, since most world census figures seemed to begin at 1450. At that point a few of the cerebral cylinders began operating. The world was a form of environment. Humanity consists of organisms operating within that environment. There's a word for that. Ah, yes, "ecology." Lorus and Magery Milne had recently had The Balance of Nature or a similar title well publicized. Would that be apt to have an answer? Yes, it did. The Milne's had projected that the earth's population had doubled every 125 years. Using the figures from that source, coupled with the census figures provided by the standard reference sources, and using a bit of arithmetic, it could easily be extrapolated that the world's population in the year 1 A.D. stood at 180 million people. The patron found that answer acceptable. What was equally fascinating was that within a fortnight, Time magazine had an article on the world population, and used the same figure for the population at that time. Shortly thereafter, in 1962, Rachel Carson wrote her Silent Spring, and ecology became a household word.

One day, when residents of northern Franklin County may not actually have been looking for gills but the atmosphere was decidedly moist, a stranger stepped into the Library at a time when automotive service stations might have been open but few mechanics would have been on duty. The newcomer stepped to the service desk and inquired whether there were apt to be any garages open. Told that at that time of day finding a garage open would be similar to locating a hirsute Yul Brynner playing the King and I, the new patron groaned and explained that the control knob on his auto's windshield wiper control was loose. He and the Arkansas Traveller were of the same school. He never thought to get that item repaired when it wasn't raining. He was facing a 60 mile drive with windshield wipers that were controlled with difficulty. He was asked to bring the knob into the building. With it to examine, it was obvious that the knob was clamped to the shaft of the wiper motor with a set screw. It looked as though the set screw could be turned with an Allen wrench. The Library used an Allen wrench in connection with some of their periodical covers. Locating that device, and testing it in the opening involved, it was obvious that the size wrench could solve the individual's problem. The Allen wrench circulated long enough for the patron to attach the car's control knob to the proper shaft, and after returning the wrench, he drove off, happily, with his wipers under sure certain control.

HUMAN INTERPRETATIONS OF REFERENCE QUESTIONS

The Wead Library, in Franklin County village of Malone, New York, serves a population of about 15,000. The Library is part of the Clinton-Essex-Franklin Library (System) and through it, affiliated with the North Country 3R's Council. The County's entire population numbers a scant 45,000, but the geography is extensive. While it's primarily a rural area, people's interests are as diverse here as they are anywhere. The two anecdotes noted previously are but examples of some of the aspects of providing reference and referral services to people in our area without direct access to electronic data bases. Computers are extremely useful and not to be ignored. Those that have them are to be envied, to a degree. However, they are not the sole answer to providing service to our patrons.

Like anything else, they are but a tool. A tool has yet to replace the person who uses it. Data bases are fantastic time-savers in locating current (or even not-so-current) material expeditiously, but computers and data bases have yet to replace the interaction between librarian and patron. Many times we have been fortunate in being able to identify a book by its subtitle. In one case, the question was raised: "There's a new book out with a one word title. It's a bestseller and the plot deals with social conditions and the book has a purple dust jacket." The patron was looking for Judith Krantz' Scruples.

There are many aspects of that question and answer that are highly unlikely to enter a data base. It's doubtful that any organization will ever have the time, personnel, and equipment available to enter books by their subtitles as well as so many of the other factors with which people identify books, sometimes much to a librarian's chagrin. We do not file books by size or color, but many individuals identify them that way. It can be looked upon as one of life's frustrations, or challenges.

Not too long ago a patron inquired "Do you have the book Fear, Stress, and Tension?" She'd checked the card catalog without success. A hunt was undertaken through the various bibliographic sources at hand: Books in Print, Cumulative Book Index, and so forth, particularly the later issues of the latter, with the thought that it might have been a recent book which hadn't been brought to our attention. Then the patrons said that it was a book her mother had read in college, and that as she recalled it, one of the authors was named Reed, or Reid. After surveying the situation mentally, and noting that the patron was possibly in the position of trying to avoid being obviously pregnant, she was asked if she might be looking for Grantly Dick-Read's Childbirth Without Fear. She left the building happily clutching a copy. Again, the book was located without reference to a computer base. This situation demonstrates the need for knowing your patron, as well as knowing your collection. It also points out the fact that professional training, or extra-professional training, may not emphasize the fact that a retentive memory can be an enormous asset in library reference and referral work. It can be a method of appearing omniscient to your patrons.

"The Allen wrench circulated long enough for the [patron's use]."

That's both a blessing and a curse, because it may be nice to appear wise, but it's unfortunate if it ends up alienating your patron.

ALTERNATIVE RESOURCES FOR ANSWERING REQUESTS

While it's well to know your own collection, it's also well not to be too parochial. The development of the State's 22 public library systems has been particularly helpful in local reference work, but sometimes the reference work is done with the assistance of others. Generally, the local library system (in the Wead Library's case, the Clinton-Essex-Franklin Library) is the first line of "communication with other professionals," but there are times when it's well to know the collection strengths of other area libraries. These libraries may be public libraries, academic libraries, or perhaps even special libraries. There have been occasions when we have enlisted the talents in a local academic library solely because we knew that if we requested the information from the Library System, the request in turn would have to be forwarded by the System to that same academic institution. In some cases, an "end run" of this nature is a necessary time-saver. Since the Library System is ordinarily ready and willing, such direct contacts are a relatively rare occurrence, but they are not avoided whenever necessity demands.

Since the Wead Library is heavily involved with community affairs and activities, it's well to be aware of local resources, from bilingual and multilingual people to organizations which can be of benefit to the patrons requesting service. We are involved in a loan cupboard operation involving hospital equipment. Ordinarily, the patron's needs can be met, but occasionally, "the cupboard is bare." In such instances, it seems well to have alternatives to offer the folk in need. Sometimes the suggestion may prove fruitless, but at least the people have the library with some hope, or some avenue to explore. If enough persistance is shown, usually something will turn up.

Municipal, county, and State offices can often answer questions that have answers which have not yet hit the local news media with enough force to be publicized, or perhaps it's such an uneventful aspect of life that it will never find its way into print, yet it is an answer.

Ever since Alex Haley explored his Roots and unleashed hordes of amateur genealogists upon an entire unsuspecting professional group, the Wead Library has seen its share of those interested in the subject. It's harmless enough, but it has engaged scores of people from all walks of life with all sorts of divers backgrounds, experience, and education.

Before Mr. Haley's opus was published, a correspondent from Massachusetts wrote to ask us to trace the ownership of a piece of the Macomb Purchase. We wrote, noting that the Tract in question consisted of about 4 million acres, and it would be helpful if we knew just which acreage was involved. We received an apologetic note from that individual. She had had no realization of the size of that land transaction. What she was looking for was a bit of the history of the family farm located in one of the 19 Franklin County townships. With that as a reference point, we were able to offer a few more viable suggestions by mail, and did so.

Though we have a modest collection of material for genealogists to delve into -- such as the Federal Census for Franklin County, 1790-1890, various local newspaper runs on microfilm, county histories, publications of the local historical society, and the like -- it always seems well-advised to suggest that these people contact the historical society, for so often there's a wee tidbit in their holdings that is not available elsewhere. So often, too, these people may be unaware of the wealth of information available through local churches or through the County Court House and its various offices. Many times, people do not realize what can be obtained from Mormon genealogical archives in Salt Lake City, and sometimes from other organizations or societies by mail.

Answering the telephone one morning, it was surprising to hear a voice explain that the call was from Saskatoon, Saskatchewan. Was there anyone presently in the Wead Library who'd ever heard of Almanzo Wilder? Was there a Wilder homestead anywhere in this vicinity, and had anything been written about the area that could be photocopied and sent to the caller, who was a teacher in Saskatoon? She and her pupils had become involved in the Little House books, particularly Farmer Boy, and since there was so much apparent interest, the instructor considered it worth a telephone inquiry to see if more information about both Almanzo Wilder and the present status of Malone could be obtained. That inquiry was answered with a manila envelope full of photocopies as well as a call to the local Chamber of Commerce to see if they would forward some promotional material about the community. The Chamber obliged, so there are probably some Canadian students in Saskatchewan who ended up knowing a bit more about this area of northern New York than some of their confreres in other area schools in that province.

"Again, the book was located without reference to a computer base."

Much of the reference work in the Wead Library is engendered as a result of school assignments or class projects. This is true whether it's on an elementary or secondary school level, or even on the college level. Despite repeated requests, there are always teachers who deliver mass assignments without prior warning to either the school librarian or the public librarian. As a result, certain subject areas are suddenly denuded, as are the plains by a plague of locusts. One teacher expressed the thought that if the students encounter these bare areas after a tardy arrival at the library, it is a learning experience. Those students have to learn to move with a bit more alacrity. There is also a belief expressed that these instructors may be testing the frustration levels — of both the student and the librarian.

Sometimes the results of a suggestion can bring forth expressive facial contortions. The student who was told to consider the Diet of Worms when studying Martin Luther's 99 theses looked a bit as though a persimmon had been popped into the mouth, or a dose of castor oil had been forecast.

A request for Omar Khayyam's Red Boat has never been encountered at the Wead Library, but a recent request, fostered, no doubt, by community interest in several years of successful high school cross country effort, was encountered. Someone came in looking for "The Lonely Runner." The patron left with Alan

Sillitoe's Loneliness of the Long-Distance Runner. That was what was desired in the first place, but the author's name was unknown, and the title, obviously confused.

The incidents, episodes, and examples related above are undoubtedly endemic to most, if not all, public libraries. However, each of the narratives illustrate one immutable truth, at least for North Country librarians: insulation may be needed, especially when the temperature attains a brisk 20° below, but librarians must be accessible, rather than separated from their public by layers of clerks and support staff. Support staff is nice to have, and indeed, can be extremely helpful in the daily operations of any library. In most public libraries in the North Country, there's not apt to be too much confusion over the roles of the librarian and the support staff, for the elementary reason that the librarian and the support staff are ordinarily one and the same. Most libraries in Northern New York look to their system and to the State for support, in terms of many of their activities, including reference and referral work, and they find their clerical and other aid as best they can.

"Reference and referral...depends largely on interaction...."

Reference and referral, regardless of the size of the library, its location, and its clientele, depend largely on the interaction of the staff, the collection, the system, and interlibrary loan support and activity, with the patrons and the community.

In Malone, there seems to be a satisfactory mix of these ingredients. It may be a bit short of perfection, as this is still a temporal affair, but recall something of Robert Browning's, "Man's reach must exceed his grasp" — and usually does: the process of reaching is more often than not, enjoyable, as we all attempt to catch that brass ring.

PUBLIC SERVICE SELF-STUDY IN ARL MEMBER LIBRARIES

A study team representative of all parts of the Columbia University Libraries is conducting the public service self-study project underwritten by the Office of Management Studies of the Association of Research Libraries and the General Electric Foundation. This self-evaluation is expected to provide a methodolody and consulting assistance for research libraries wishing to assess services, establish priorities, and improve public services in the face of external and internal economic and political pressure. The study will concentrate on several key issues faced by major research libraries today including providing services to meet changing needs, integrating library services through universitywide information delivery, strengthening organizational relationships, offering services to nontraditional users, and assessing the impact of changing technology on service delivery.

The five other ARL-member libraries across the country also selected to conduct public service self-studies are at Brown University, the University of California at Riverside, Michigan State University, the University of North Carolina, and Temple University. Each of these research libraries received $20,000 for their study. The study is to be completed by early 1984 and a manual prepared which other libraries may use to conduct further studies. ARL will announce when the Association can make the manual available.

COMPUTERIZED LITERATURE SEARCHING AT THE NEW YORK STATE LIBRARY: A USER PROFILE

By Toni Risoli,
Search Analyst, Data Base Services,
New York State Library

The Data Base Services Unit of the New York State Library has been in existence since 1977 when a Pilot Project which initially provided computerized literature searches to one Reference and Research Resources (3R's) Council was expanded to serve the entire State. The four data bases on which that early service was founded have been augmented regularly until today the Unit offers searches on nearly 200 data bases. Sixty of them are available through the continuing Pilot Project, which provides a limited number of free searches per month to patrons of library systems.

Online searching first appeared at the State Library in the mid-1970's, geared to the specific client populations which are the Library's direct borrowers: physicians, lawyers, members of the Legislature, and permanent New York State employees. Terminals were located in the various locations where special collections were housed, such as the Medical Library, and searches were performed by the staff who worked with those collections. The advent of the Pilot Project shifted the focus of searching so as to serve network clients, that is, those who borrow indirectly through other libraries via the NYSILL (New York State Interlibrary Loan) system. It also brought the Unit into existence, which in turn created and centralized processes and procedures to enable searchers to handle a large volume of requests. Searches are now performed by specially trained search analysts who have academic or other preparation in the disciplines they search in addition to a Master's degree in library science. It has been the experience of the State Library, as well as of other libraries, such as those at SUNY Albany and SUNY Buffalo, that multiple-concept subject searching, while serving a reference-type function, is most successful when performed outside the reference atmosphere by practitioners who are primarily searchers. Thus, centralized and systematized procedures have benefitted not only network clients but also clients in hospital and State agency libraries, the State Library's original client groups, and those who are billed for searches.

Ours is a Unit which has been growing in many ways for the past five years. In 1979 the Unit began accessing the Dialog System, adding Dialog data bases to the Pilot Project which already included those of three other systems. Beginning in 1980 the quota was doubled and redistributed, increasing the total to 440 per month. Over the past 5 years the Unit has conducted 20 workshops for 723 reference intermediaries at library systems throughout the State. The workshops, the additional system and data bases, and the increased quota have resulted in an approximately 100 percent increase in the volume of searches since 1978.

However, we seem to be witnessing the passing of an era. Recent and anticipated changes will most likely alter the trend for Data Base Services. An increase in searches may result from the elimination of searching for teachers and others in the field of education by EPSIS, the Library's Educational and Studies Information Service. We have also experienced an increase in demand from hospitals, State agencies, and legislative personnel. Nevertheless, the 1982 Annual Report of the State Library contained the news that no LSCA (Library Services and Construction Act) money had been released for New York State programs, including the Data Base Services Pilot Project. As of January 1983, a plan was being devised to phase out the Pilot Project over an 18-month period.

SURVEY: ONE STEP TOWARD DECISION-MAKING

In the face of rising demand and diminishing free access, the results of a recent survey assume new significance. They may help us make decisions about the types of services we offer in the future, to whom, and at what price.

The survey was distributed to 80 search requestors in every part of New York State, evenly divided between those who requested searches through the Pilot Project and those who did not, following the general pattern of our users.

Question A of the survey was:

A. Respondent (please check):

1. Individual ( )
2. Business ( )
3. Library:
    Public ( )
    Academic ( )
    Hospital ( )
    State Agency ( )
(Includes psychiatric center, correctional institution, state department, and other fully state-funded entities)
    Legislative ( )
    Other ( )

4. Other: ______________

A surprising 62.5 percent of those surveyed responded, in the following numbers:

1. Individual	0
2. Business	2
3. Libarary:	
Public	10
Academic	14
Hospital	8
State agency	13
Legislature	0
Other	0
4. Other:	3
Total	50 *

*Not all questions were answered by all respondents.

All of the public and academic libraries (N=24) were NYSILL users; all the others (N=26) were non-NYSILL users. Question F will take this up in more detail, but it is important to keep in mind that many of our services and procedures are related to the use or non-use of NYSILL by our requestors.

Question B was about the reference library of each respondent.

B. Please describe your organization's reference library, if any:

1. Does not apply ______
2. Number of FTE professional staff ______
3. Hours per week service is available ______
4. Number of volumes in reference collection__
5. Number of microfiche readers ______
6. Number of microfilm readers ______

Responses differed considerably between NYSILL and non-NYSILL requestors.

Profile of non-NYSILL requestors

Staff: average 1

Hours: average 40 per week

Volumes in collection	Libraries
less than 100	1
100-500	10
501-5,000	3
5,001-10,000	2
Total	16

Microfiche or film readers	Libraries
0	8
1	5
2	2
3	1
Total	16

Profile of NYSILL requestors

Staff: average 6

Hours: average 65 per week

Volumes in collection	Libraries
0-1,000	2
1,001-5,000	6
5,001-10,000	6
10,001-50,000	3
50,001-100,000	1
Total	18

Microfiche or film readers	Libraries
0	0
1-5	8
6-10	3
11-15	5
16-20	1
21-25	1
Total	18

NYSILL requestors in our sample, compared with non-NYSILL requestors, have three times the professional staff and are therefore able to operate half again as many hours. Their collections are from 10 to 20 times larger and they own from 5 to 15 times as many microfilm and fiche readers.

The third question in the survey concerned various resources that might be part of our requestor's collections. The tools listed in the survey are the print equivalents of some of the data bases available through the State Library, plus a few other types of resources, representing a wide variety of subject fields.

C. Do you have in-house access to the following tools? For any desired title not available in-house, please indicate at the right how you would access it (e.g., through library system, State Library, purchase, etc.).

Yes	No	Title	
( )	( )	Readers' Guide to Periodical Literature	________
( )	( )	New York Times Index	________
( )	( )	Public Affairs Information Service	________
( )	( )	Magazine Index (fiche)	________
( )	( )	Newspaper Index (fiche)	________
( )	( )	GPO Monthly Catalog	________
( )	( )	Psychological Abstracts	________
( )	( )	ERIC Microfiche	________
( )	( )	Index Medicus	________
( )	( )	NTIS Microfiche	________
( )	( )	MLA Bibliography	________
( )	( )	Chemical Abstracts	________
( )	( )	Biological Abstracts	________
( )	( )	America: History & Life	________
( )	( )	Historical Abstracts	________
( )	( )	Philosopher's Index	
( )	( )	Religion Index	________
( )	( )	Biography Master Index	________
( )	( )	Book Review Index	________
( )	( )	Predicasts indexes (any title)	________
( )	( )	Foundation Center publications	________
( )	( )	Encyclopedia of Associations	________
( )	( )	RILM	________
( )	( )	American Men & Women of Science	________
( )	( )	Sociological Abstracts	________
( )	( )	RIE	________
( )	( )	CIJE	________

The availability of the tools in-house would tend to indicate some familiarity with the tool and possibly with the data base, besides saying something about the financial well-being of the institution. Sources for unowned tools would shed some light on the need for and extension of library cooperation and networking.

The breakdown for non-NYSILL requestors was as follows:

Own most of the tools:	4%	(N=1)
Own half of the tools:	0	
Own less than half the tools:	96%	(N=23)

For sources of tools these requestors wanted but did not own, responses were:

None	9
Bib. center/ Library system	9
NYSILL/State Lib.	6
Public library	5
Academic library	3
Dept. of State Lib.	1
Upstate Med. Lib.	1
Upstate online	1
Purchase	1

Some respondents listed more than one source. Those who listed no sources comprise 37.5 percent of these respondents.

Academic and public libraries added up more positively:

Own most of the tools:	46%	N=12)
Own half of the tools	15%	(N=4)
Own less than half the tools:	39%	(N=10)

Sources listed by these respondents were:

NYSILL/State Library	14
Academic library	10
Library system	10
None	6
Public library	5
Purchase	2
Psychiatric center	1
Academy of medicine	1
Hospital library	1
Special library	1

Some respondents listed more than one source. Those who listed no sources comprise 23 percent of the total.

WHO ARE THE END-USERS?

Our survey addressed the question of library patrons:

D. Who uses the service available from the New York State Library's Data Base Services Unit?

1. If academic library:
   Faculty ( ) Graduate students ( ) Undergraduates ( )
   Library staff ( ) Other staff ( )

2. If public library:
   Professional library staff ( ) Adult patrons ( )
   Child patrons ( ) Administration ( ) YA patrons ( )

3. If State agency, hospital, or institution library:
   Professional staff ( ) Non-professional staff ( )
   Administration ( ) Constituent population ( )

4. If other:
   Function/title of users ____________________

Responses were as follows:

1. Academic library users:

Faculty	14
Graduate students	7
Undergraduates	12
Library staff	10
Other staff	6

2. Public library users:

Professional library staff	6
Adult patrons	10
Child patrons	0
Administration	4
YA patrons	1

3. State agency, etc.

Professional staff	20
Non-professional staff	12
Administration	15
Constituent population	3

4. Others:
   New product researcher
   Market researcher
   Professional staff and administration of county health department
   All staff and administration of library system
   Researchers

Contrary to the widely held belief that our service supports mainly the research of academic faculty and students, our survey indicates that staff and administrators from State agencies and institutions (N=47) outnumber those groups (N=33) as search requestors.

Our Unit had assumed that the reference librarian was our primary liaison, but we wanted to investigate that assumption. Question E of the survey asked:

E. Who acts as liaison with Data Base Services? (check all that apply)

1. Individual requestor ( )
2. Librarian
   a) Interlibrary Loan ( )
   b) Reference ( )
   c) Other ( )
3. Another individual (e.g., Clerk, Administrator. Please specify title, not name) __________________

Responses were:

1. Individual requestor	4
2. Librarian	
a) Interlibrary loan	19
b) Reference	25
c) Other	9
3. Another individual	6
clerk	3
administrator	3

To gain an overview of the sources of our search volume, we included the following question in the survey:

F. Please describe your use of the search service available from the New York State Library's Data Base Services Unit.

1. How many requests do you submit? (estimate) _________ per _________

2. How long have you been requesting?
   a) Have never submitted a request ( )
   b) Less than six months ( )
   c) Six months to one year ( )
   d) One year to two years ( )
   e) Two to four years ( )
   f) More than four years ( )

3. Method of transmitting requests. (Check all that apply)
   a) NYSILL ( )
   b) Telephone ( )
   c) Mail ( )
   d) Have never submitted. Would use:
   a) _____ b) _____ c) _____ above.

Question F responses were:

1. Average of all respondents 6per month

2. Length of time requesting:	
a) Never submitted	0
b) less than 6 months	1
c) 6 months-1 year	2
d) 1 year-2 years	12
e) 2-4 years	16
f) more than 4 years	16

3. Method of transmitting requests:	
a) NYSILL	24
b) Telephone	20
c) Mail	13
d) Never submitted	0

Not all respondents answered every question. Some indicated more than one transmission method.

It seems obvious that while our most substantial following is among our longest-term clients, we continue to add new clients.

CAN OUR PATRONS RUN SEARCHES ELSEWHERE?

The next survey question referred to the availability of data base searches from sources other than the State Library.

G. Other search services.

1. Does your library have its own search service?
   Yes ( ) No ( ) Does not apply ( )

a) Please give name of vendor (e.g., Dialog, BRS, etc.)

____

b) What type of searching is available? (Check all that apply.)
Ready-Reference ( ) Subject Searching ( )
c) Do you use this service? Yes ( ) No ( )
d) Cost of service per search $__________

2. Do you or your organization have access to another search service?
Yes ( ) No ( )
a) Name of vendor (as above) ____________________
b) Type of searching performed ____________________
c) Do you use this service? ____________________
d) Cost of Service Per search $____________________
e) Location or name of service ____________________

Seven survey respondents indicated they have their own services. The breakdown by type of respondent was:

Hospital	3
Academic library	1
Public library	2
Other	1
Total	7

The systems they access for subject searching are:

Dialog	4
BRS	2
NYTIB	2
NLM	1

Some respondents access more than one system.

The four named above are the systems available at the State Library.

Ten respondents have access to aonther search service, 4 at cost or free of charge, 2 for $10 per search, and one at a "prohibitive" charge, while 3 gave no details regarding cost. These 10 respondents include 2 who also have their own search service.

Two libraries, both academic, indicated they will begin their own search services in January 1983, one offering Dialog, the other offering Dialog and BRS.

The total of respondents who have access to a search service other than the State Library's, whether in-house or elsewhere, is 17, about one-third the total number of respondents.

Question H was related to liaison workshops, which are training sessions given by Data Base Services staff. These workshops are designed to teach librarians how to interview for and process a State Library search request for optimum searcher speed and patron satisfaction. They are not designed to teach anyone how to run data base searches.

H. The Data Base Services Unit presents liaison training workshops throughout the State to familiarize librarians with the policies and procedures of submitting search requests through the Pilot Project.

1. I have not attended, though a workshop was offered. ( )
2. I have attended. ( ) Date (month/year) __________
3. The workshop has not been offered in my area. ( )
4. I would like to attend a workshop. ( )

Responses were as follows:

1. Have not attended...	7
2. Have attended	17
3. Workshop not offered	13
4. Would like to attend	24

Some respondents answered more than once. We rather expected that those who had not attended would say they would like to, but not all conformed to our expectation. Surprisingly enough, some who have attended indicated they wish to do so again!

As might be expected, the relationship is positive between the number of workshops given per year and the number of staff in the Unit. Thus, in 1980, when there was a stable population of 7 search analysts, 10 liaison workshops were given. In 1982, with only five staff membes and several staff changes, we presented only three workshops. In 1983 our staff could be reduced to four or even three analysts. It is unlikely, in that circumstance, that all who wish to attend a workshop will have the opportunity to do so.

The final survey question was related to our Users' Manual:

I. The Unit published a new Users' Manual in 1981 and distributed it to all public, academic, and medical libraries in New York State.

1. Our library does not currently have a Manual. ( )
2. Our library has at least one Manual:
   a) No one uses it ( )
   b) It is used by staff only ( )
   c) It is used only by those staff who make search requests ( )
   d) It is used by patrons as well as staff ( )

Responses were:

1. No manual	5
2. One manual:	
a) No one uses it	1
b) Staff only	14
c) Only staff who make requests	18
d) Patrons and staff	10

As expected, use of the Manual is for the most part restricted to staff, which we feel is appropriate. Library systems in New York State offer service through a hierarchical network in which the State Library acts both as a clearinghouse for requests and a source of materials. The network concept is predicated on the use of remote resources only when materials are not available locally. Search requests, we assume, are sent to the State Library only after all local resources (including search services) have been exhausted, a policy which is explained in our liaison workshops. Scouring local resources requires the professional services of an information specialist (usually a librarian); thus, we expect that only the professional library staff consult our User's Manual for procedures, after seeking the information in other forms and conducting a reference interview to determine the nature and characteristics of the online search.

While many patrons are knowledgeable and articulate enough to describe their research problem, the information specialist is in the best position to aid the patron, no matter what information source satisfies the request. For us, such a specialist acts as a reference intermediary, screening search requests and making sure that they are appropriate for our service. In the future, when this process will be more easily bypassed, the staff of the Unit could find itself spending large amounts of time interviewing clients and negotiating searches.

CLIENT COMMENTS

The very last item on the survey was a call for comments. The following are some we felt represented the majority of respondents:

> "Computer searches have proved invaluable to patrons of our small rural library. It would be almost impossible to run a viable library in this setting without readily available computer searches and interlibrary loan."
>
> "The service is a life-saver for small libraries."
>
> "Because we have limited resources, we rely very heavily on your services. The

> searches form the backbone of our bibliography formation.... Frankly, we could not do without the service."

> "There is little or no indexing available for the bulk of materials published in our field. The Unit has helped me out of many a research problem. Without them as a back-up, many of our patrons would have hit a dead end."

> "Our library and our patrons have generally been very satisfied with the State Library's Data Base service. It is an indication of its effectiveness that we have not initiated our own service until now."

The survey results generally indicate that data base searching's benefits of timeliness, efficiency, specificity, and comprehensiveness are known by our users and that the decline and fall of the Pilot Project need not spell obsolescence for the Data Base Services Unit. For example, there are a great many State agency libraries which appreciate our program but upon whom the focus of it thus far has not centered. They and other non-NYSILL users, libraries which in many cases function as special libraries, are perhaps more in need of our services than NYSILL users, as the profiles of staffs and collections indicate. In addition, our searches are competitively priced for those who have to pay for each search, and we feel that promotional efforts would bring in sufficient supportive revenues. We shall have to consider user needs, our own shortages (of staff, time, and money), and other administrative priorities in planning future activities, and we shall have to revise our services and products accordingly.

It has been said that we have accomplished our mission, having trained librarians in the field and completed several thousand search requests. But we have not trained librarians to search, and so the requests have not been filled to "show them how it is done" but rather as part of direct patron service. What we have done is created a well-respected and nationally known service and filled a need with a solution that is at the same time systematic, efficient, and responsive at an individual level. It is a remarkable accomplishment, and we have many people to thank for our success.

It is unfortunate that the Pilot Project will be discontinued, but there are other users whom we may serve without losing the momentum of the systems we have developed. The Unit will, of course, continue to provide service of the highest quality possible to those who depend on us.

"BOOKS MAKE A DIFFERENCE"

A reading promotion project of the Center for the Book, Library of Congress, has been expanded in several ways. It was described in the poster sessions at the 1982 Annual Conference of the American Library Association and also is in ALA's publication 68 Great Ideas: The Library Awareness Handbook. In the fall of 1982 the editors of Read (a Xerox Education Publication) held a national contest for students to write essays about the book that had the greatest effect on their lives, with the winner receiving a trip to Washington, D.C., including the Library of Congress.

Gordon and Patricia Sabine, interviewers for the Project, put together Books That Make a Difference: What People Told Us. It is being published in May 1983 by the Shoe String Press.

Information sheets, bookmarks, postcards were distributed in fall 1982 by the Center telling how organizations can develop their own "BMaD" projects.

YOUNG ADULT SERVICES IN NEW YORK STATE PUBLIC LIBRARIES: AN INTERIM REPORT*

*By Patricia Boylan, Ricki Fifer,
Roberta Gellert, and Roslyn Rubinstein,
Youth Services Section,
New York Library Association*

In an effort to provide a basis on which to develop guidelines and standards for young adult services in New York State and to offer to our legislators data calling attention to the need for a State-level position of young adult consultant in the Education Department, the Youth Services Section of the New York Library Association undertook the task of conducting an in-depth, statewide survey of YA library services.

This survey, which evolved after several inquiries as to interest, concerns to be addressed, and administration, was formulated and tested by an ad-hoc committee appointed by the president of YSS in January 1982. With the endorsement of the State Library, a final questionnaire was developed and distributed to the 22 public library systems in the State. This took place during April and May of 1982. A total of 1,078 questionnaires were distributed, each coded geographically to facilitate follow-up, if necessary. The survey was designed to be anonymous and has remained so. By July 1982, the last date for return, a total of 378 questionnaires were received by the committee, an overwhelming response rate of 35 percent.

The committee which designed, tested, and conducted this survey and which now reports on these initial findings was composed of young adult librarians representing a cross-section of New York public libraries. The raw data was tabulated by Barbara Will Razzano, past-President of YSS.

In view of the fact that tabulation was done manually and that the committee intended to make certain immediate correlations, libraries were broad-banded into the following nine budget categories:

Budget	Libraries
over $1,000,000	19
750,000 - 999,999	8
500,000 - 749,999	16
250,000 - 499,999	27
100,000 - 249,999	43
50,000 - 99,999	50
25,000 - 49,999	52
10,000 - 24,999	81
under 10,000	65

Eighteen libraries were unable to provide us with budget data. In reviewing population figures, however, those libraries clearly fell in the 10,000 to 30,000 population range. This would place them in budget categories of $10,000 or less according to known statistics from other libraries.

Reviewing each set of responses, we made some interesting discoveries, chiefly that, despite careful evaluation and testing, errors in responses will occur. Some of these appeared more puzzling than others, largely a result of carelessness and misinterpretation. For example, in the question dealing with percentages of hard cover and paperback fiction and nonfiction collections, many responses totalled more than 100 percent. Other "curiosities" of survey analysis occurred with questions left unanswered, either for lack of interest, knowledge, or time. Receiving the greatest "no response" was the question concerning sources for obtaining review materials. Sixty-two percent left this unanswered. Because we had asked for responses to apply to that particular service unit, we might assume that these respondents do not receive materials for review, a nearly logical and realistic conclusion. However, where yes/no responses were asked for, as in the question: "Does your library's young adult collection include . . .,"18 percent were unable to provide responses. Further, with an opportunity to respond "none," 25 percent did not answer the question dealing with YA programs for special populations, and 13 percent were unable to find an appropriate figure when we asked how many young adult programs were offered by their libraries per year: we offerred a range from "0" to "over 30." With 32 percent responding "0" to that particular question, 45 percent did not check off any of the number of programs listed or supply alternatives.

---

*This report was prepared on behalf of the Youth Services Section of the New York Library Association.

Given these problems, the committee finds this survey to be valid, and final analysis will significantly impact on the delivery of service to young adults in New York State. These final conclusions will appear at a later date. Already, some of the preliminary findings have been used as a basis for recommendations for action.

FINDINGS

Librarians answering the questionnaire were asked two broad categories of questions: one designed to probe the realities of service, and one regarding philosophy in their libraries. With respect to philosophy, the questions dealt with what role the public library served as a community service for young adults. The single most important role is the provision of books for leisure reading, with 95 percent reporting this. Two other important functions are the provision of all kinds of materials for many purposes and serving as a place to study, 87 percent reported both of these. As if to emphasize the importance of study, only 47 percent reported that the library's function is to provide a place to be and meet with friends. A large number, 61 percent, indicated that the library provides programs for entertainment and education. Only 19 percent see the library as providing a place for the exchange of information with adults. These answers do not always correlate with the answers to specific questions in other parts of the questionnaire about programs and services, either indicating that only one answer was the correct one or that the answers to the probing questions were sometimes a reflection of an idealistic view of library service. Some respondents added types of services not covered in the categories. A few of the more interesting ones are: "to provide a place where students may perform or showcase their talent," "to provide a place for volunteer service," "to provide microcomputers and software for personal use," and "an introduction to library use as a lifelong habit."

We asked for a description of the libraries with respect to budget, population served, square footage, hours of service, and room designation. Budget breakdowns have already been discussed in the body of the introduction to this paper. Of the 378 librarians responding, 13 percent serve a population of more than 50,000 people while 24 percent serve fewer than 50,000 but more than 20,000. Thirteen percent serve populations between 10,000 and 20,000, and the majority, 47 percent, serve fewer than 10,000 people. These statistics serve to remind those in large metropolitan and system libraries of the "vastness" of the small library and it's role of service to the populace of New York State.

It is therefore not surprising from the above figures that 50 percent of the responding libraries exist in facilities of under 10,000 square feet (small). This fact is alluded to several times in candid comments which appear at the end of this report. One-quarter of the libraries have facilities of between 10,000 and 20,000 square feet (medium), 8 percent between 25 and 75 thousand (large), and a very small 3 percent could be classified as very large agencies with square footages over 75,000.

Hours of operation scored high marks with an impressive 27 percent open more than 50 hours each week. Nineteen percent are open between 40 and 50 hours, 19 percent between 30 and 40 hours, and 16 percent are open between 20 and 30 hours each week. Only 17 percent of the libraries surveyed are open 20 hours or less.

Sixty-two percent of the libraries report having community/meeting rooms, but 92 percent have no room designated as the Young Adult Room.

The most disturbing statistic concerns staffing. Of the 378 responding librarians, only 121 (32 percent) report there being a staff member whose primary responsibility is to serve young adults. The majority, 67 percent, report no such individual. These responses, while cutting across all budget categories, lie firmly within the upper stratum. And, in fact, in order to have a 50 percent chance of being certain there would be a YA designate, the library budget had to be above $250,000. The data tell us that only 18 percent of the libraries in New York have such budgets. Of the 32 percent having YA designates, 90 libraries report that individual as the young adult librarian. Many libraries responded more than once to this question chiefly because so many librarians serve in more than one role. Of the remaining responses, five percent are adult librarians, three percent are part-time YA, and four percent are the audiovisual librarians. A necessary correlation to be made is between these data and the data concerning who orders YA materials and who is responsible for planning YA programs. A further correlation concerns library use by young adults and the presence, or lack, of a young adult librarian.

The next series of responses concerned only those librarians reporting a YA designate in their libraries. One hundred and three librarians, or 85 percent, hold an MLS degree, 16 (13 percent) possess Associate, Bachelor's, or other Master's degrees. Nearly all these respondents reported participation in a variety of continuing education opportunities. Conferences (64 percent) and workshops (74 percent) were the most frequent answers. Courses were noted by 40 percent and in-house training only received 3 percent of the responses. This particular statistic is cemented further on in the report. Opportunity to provide alternative responses appeared all through the questionnaire. Some of the more interesting findings were reported under "others." In this instance, a more original response was "raised several."

The balance of the survey concerned all respondents. In the area of professional memberships, the majority report belonging to NYLA (45 percent) and ALA (32 percent). Sadly, only 11 percent report being members of YSS (NYLA), and an even smaller 4 percent report membership in YASD (ALA). Many more are members of local library associations such as Westchester, Nassau, and Suffolk. The committee realizes that these questions reflect the individual who was answering the questionnaire so it may not be possible to establish correlations with these data. This individual may not be the person responsible for YA work.

We asked librarians to report the professional literature they read. Library Journal and School Library Journal have the strongest readerships with 79 percent and 49 percent respectively, but there is a fairly solid representation of the other standards. Forty-three percent read Wilson Library Bulletin; 41 percent read American Libraries; 47 percent read The Bookmark. We were not surprised, in view of the data concerning professional memberships, to note that only 20 percent read Top of the News and 22 percent read VOYA. Under the "other" category, 13 percent report reading Publishers Weekly, 10 percent read Booklist, and 3 percent actually report reading The New York Times Book Review. These titles indicated some misinterpretation of the question. We later asked "What are your sources for printed reviews?" These latter titles are included in that list. We were pleased to find that as many as 21 percent report reading 3 journals regularly; only 12 percent reading only one of the listed titles, and one percent report reading as many as 8 journals. Among some of the other titles reported are Hornbook, Unabashed Librarian, and Kirkus.

One of the other more significant sets of statistics concerns types of continuing education of interest to librarians. The single most asked for topic is collection development with 65 percent reporting this. Second is programming and third is film programming with 54 and 38 percent respectively. Thirty-three percent report book talk workshops, and 34 percent are interested in outreach methods. As many as 25 percent of the librarians are interested in three topics while only 12 percent report interest in one issue. An interesting correlation will show where the similar responses lie in relation to a YA designate. Alone, these numbers indicate the need for some statewide coordination with respect to training and development of YA professionals. A consultant at the state level would answer some of that need.

While we note that 67 percent of the respondents feel they receive fair to a great deal of support from their administrations to participate in professional activities outside the library; most of these reporters are from the larger-budget libraries. In-service opportunities did not score nearly as well. A large number, 40 percent, report little opportunity within their libraries for such training. This correlates with the very low 3 percent in the question concerning continuing education.

"Nearly all [reported participation in] continuing education opportunities."

With the majority of libraries reporting the lack of a separate YA room, we were interested in knowing just where the young adult materials were located. In response to the following choices, the accompanying figures resulted: 20 percent of the libraries have a separate area for their collections, 19 percent interfile their young adult material with the adult collection while only 4 percent interfile the material with the juvenile collection. The largest portion keep a separate fiction collection but interfile the nonfiction within the adult or children's collections. An interesting correlation will be to determine where the young adult collection is housed in relation to who is responsible for ordering materials.

As to whether young adult materials are labeled, 90 percent of the libraries indicate that they do distinguish which of their material is young adult. Can we then infer that 90 percent of the libraries in New York State consider the young adult collection a viable and distinct collection? While two-thirds of our libraries lack young adult librarians, only 10 percent lack such designated collections.

For 28 percent of the libraries responding, there is a separate young adult materials budget. These figures sharply differ from the figures reported later concerning program budgets. Of the 28 percent with separate collection budgets, on the average these budgets are 12 percent of the total materials budget for that library. For the 70 percent without a separate materials budget, 25 percent report that it is 20 percent of the juvenile budget, and 15 percent of the libraries report that it is 10 percent of the adult materials budget. These figures do not necessarily correlate with overall library budget and size. Nineteen libraries in the $10,000 category report separate budgets while only five in the $750,000 range report a separate materials budget. This holds true for program budgets as well.

In selecting materials, 60 percent of the libraries depend exclusively on printed reviews and 10 percent depend exclusively on staff reviews. Both sources are reported to be used by 28 percent. We asked which journals were used as sources for printed reviews, and the following responses strongly correlate with those in the question dealing with professional reading:

Library Joural	61%
School Library Journal	52%
Kirkus	61%
Booklist	54%
VOYA	19%
Publisher's Weekly	12%
The New York Times	6%
KLIAAT	6%

Publisher's Weekly and NYT were write-ins while VOYA was listed. The high incidence of PW and Kirkus as well as NYT as sources for reviews, with the knowledge that these periodicals do little age-level reviewing, indicates that librarians were responding for more than young adult book selection.

We were interested in who was responsible for ordering young adult material, especially if there was no YA designate. Twenty-seven percent report that the young adult librarian does the ordering, 29 percent report ordering done by the children's librarian, and 17 percent report the Director/Head Librarian as the person responsible for ordering. The curious question, of course, is, if 32 percent of the libraries report a YA designate, why are only 27 percent of them ordering materials? This same curiosity occurs in questions relating to program planning. With respect to other individuals who order materials, one library reports a trainee, one reports a trustee, and yet another reports ordering being done by "A volunteer with a special interest."

When asked what young adult collections include in addition to general fiction and nonfiction materials, the following data occurs: 61 percent report periodicals in their collections; 45 percent have vertical file materials; 35 percent have phonorecords; 34 percent have cassettes; 4 percent have computer software, and 15 percent have foreign language materials. By far, the materials most frequently reported are college and career information (78 percent) and high interest/low level reading materials (65 percent).

A correlation we would like to make involves the percentage of paperback materials and the presence of a YA designate with the use of the library by young adults.

One of the questions asked was about the degree of input that young adults have in program planning, collection development, or other services. There were four categories from which to choose, similar to the questions pertaining to support for professional and in-service activity: a great deal, a fair amount, very little, or none. The answers demonstrated how little participation in decision making there is. Young adults have little or no say in the planning of programs, in collection development, or in other services in the majority of the responding libraries. A total of 78 percent of the libraries responding to the question of the degree of input young adults have in collection development indicated there is little or none. Similarly, 87 percent of the libraries responding to the question of the degree of input young adults have in program planning indicated that there is little or none. As for young adult input into other possible services, 92 percent reported little or none.

Another question explored the level of cooperation between the library and schools, community organizations, or government agencies. In general, the libraries reported some cooperation with schools with 45 percent indicating a fair amount of cooperation, 15 percent indicating a great deal of cooperation, and 32 percent indicating that there is little or none. A slightly larger percentage reported no cooperation with community organizations, 14 percent responded that there is a great deal, 40 percent responded that there is a fair amount, and 27 percent indicated very little cooperation. In contrast, cooperation with government agencies is meager. Only 6 percent respond that there is a great deal of cooperation; and 26 percent, a fair amount. A significant 58 percent report that there is little or none.

The libraries were asked which young adult services they emphasized. They were the same four categories from which to choose: a great deal, fair amount, little, or none. More than 50 percent indicated that reader's advisory, homework assistance, research and instruction. and telephone reference are the young adult services they emphasize a great deal or a fair amount. The two categories of services emphasized the least are visits to and from youth agencies, possibly reflecting the absense of such agencies in the less-populated service areas. Not surprisingly, 35 percent of the libraries indicated that homework assistance is emphasized a great deal while 29 percent emphasize it a fair amount, showing that this is an important library service. It appears that the number of schools does not affect the importance placed on homework assistance. Fifty-two of the libraries indicating either a great deal or fair amount of homework assistance report having only one or 2 schools in their service area, while only 35 of the libraries with 11 to 20 schools in their service area indicate a great deal or fair amount of homework assistance.

"Many more are members of local library associations…."

The research and instruction category would probably apply to older young adults, such as those in local community colleges. Here again, a large percentage of the libraries indicate a great deal of fair amount of emphasis on this service. Very few libraries, only 7 percent, indicate that library tours are an important young adult service. On the other hand, the class visit, which is far more common, is emphasized a great deal or fair amount by 34 percent of the libraries. Visits to schools were not nearly as important. Only 7 percent of the libraries show this category is emphasized a great deal or a fair amount. Reader's advisory is the young adult service on which libraries place the most emphasis, with 64 percent indicating either a great deal or a fair amount. Most likely this category was used by the respondents to cover leisure reading, while other categories covered other information uses. A related service, providing printed reading lists, is a relatively unimportant category with only 41 percent of the libraries indicating a great deal or fair amount. This may reflect the fact that only 43 of the responding libraries have a budget over $500,000 and can afford to purchase or produce bibliographies in any quantity. Two important categories of service quite often associated only with young adult services, turned out to be important young adult services. Telephone reference service is emphasized a great deal or a fair amount in 56 percent of the libraries, while 45 percent of the libraries report a great deal or a fair amount of emphasis on the community information file as a service to young adults.

The overwhelming majority of libraries responding to the survey do not have separate young adult program budgets, as was earlier reported. Total library budget did not appear to be the determining factor in whether or not there was a separate program budget. Only 3 libraries with a budget of over $1 million had a separate budget, while 6 libraries with $500,000 and 6 with $250,000 budgets had separate program budgets. In those libraries that had separate program budgets, the average percentage of the total budget was 25. In libraries with no YA program budget, the percentage taken, on the average, from adult or juvenile budgets was 10.

In view of the fact that there are so few separate young adult program budgets, it is not surprising to learn that there are very few programs offered for special young adult users. Program offerings for special users included physically disabled (3 percent), visually impaired (2 percent), gifted and talented (4 percent), mentally disabled (5 percent), hearing impaired (2 percent), and new immigrants (2 percent).

Four percent of the libraries responding offered no programs of any kind for special users and 25 percent left the question blank. Some other special user programs mentioned by respondents were: reluctant readers, hi-lo readers, ethnic groups, and remedial reading. One respondent stated that while the library had no such programs for special users, if the teachers requested such a program they would arrange for a class to visit the library.

Film programs, not surprisingly, were offered by libraries more than any other type of young adult programming. After films (42 percent), the next most popular catergory was arts and crafts with 24 percent. In the 10-15 percent range, librarians listed music, drama, career programs, creative writing, and book discussions. In the "other" category there was a wide variety of responses including sports figures' appearances, cartooning, D&D clubs, computer workshops, and photography contests.

Where respondents specified a particular type of program, the breakdown was 3 percent class visits, 2 percent games and reading program assistance, and 1 percent beauty and health improvement. One library has young adults helping to put on puppet shows for patrons in general, and another has trained young adults in story reading technique so that they might read to young library patrons. In most cases, the type of program was listed but not the popularity, but one person wrote, "tried tap dancing, little response."

It is difficult to determine the age group with which young adult programs are most popular since almost half of the respondents left this question blank (45 percent). Of those that answered, 25 percent said their programs appealed most to 12-14 year olds, 14 percent said the 11 and below age range, and 4 percent said the 15-18 year old teens.

The three most popular forms of publicity are newspapers and newsletters (56 percent), followed very closely by in-house flyers (55 percent), and school posters and announcements (43 percent) in third place. Radio and TV spots, community bulletin boards, and posters in local merchants' shops were also mentioned. Visits to schools and letters to teachers and librarians in the schools were mentioned as an effective means of promoting programs. Two percent of the respondents added, "Don't discount the value of spreading the word via the grapevine, it's one of the best forms of p.r."

The professional staff most likely to plan and execute a young adult program include the adult librarian (frequently the director) 29 percent, the young adult librarian 27 percent, and the children's librarian 13 percent. Public relations departments, youth agency workers, and volunteers were also credited with planning programs for young adults in some libraries. The most unique response to the program planning question was "a business manager." Another said a museum director planned a program for their teenage patrons. These statistics somewhat correlate with those concerning collection and materials ordering. Again, the presence or lack of a YA designate needs to be correlated, especially in view of the fact that fewer YA designates are responsible for these two areas than there are reported YA designates.

"...how little participation in decision making there is."

Thirty-five percent of the respondents indicated that their libraries offered over 30 programs per year, while 7 percent said they have no programming whatsoever. Eleven percent offer 1-5 programs a year; 12 percent, 5-10; 13 percent, 10-20; and 10 percent between 20 and 30 programs per year. Thirty-two percent of the libraries offer no young adult programs, and only 3 percent offer over 30 programs per year. Thirty-two percent offer 1-5 programs; 12 percent offer 5-10, 4 percent offer 10-20, and 2 percent offer 20-30. Three percent of the respondents considered their programming excellent, while 52 percent consider their programming less than adequate. Twenty-eight percent consider their libraries programming efforts to be merely adequate, and eight percent feel they are more than adequate.

Young adult programming in New York State as reflected in these initial findings is extremely limited. With 32 percent offering no programs and 32 percent offering only 1-5 programs per year, it is not surprising to learn that, with no established guidelines for setting program budgets, most libraries simply do not or cannot provide this service. Again, the questions raised here point to the need for standards and, more importantly, a professional responsible for directing and helping to implement service provision to young adults.

Having established the fact that, overall, numbers of schools neither affected provision of homework assistance nor levels of cooperation between schools and libraries, it is not curious to discover that those numbers also do not affect use of libraries by young adults. With most libraries unable to "guesstimate" the demography of their communities, we learned, in general, that 25 percent of the total library users were young adults. That percentage seemed to hold true where numbers of YA's in libraries in any given week ranged from 25 to 100. Whether these figures correlate with the presence or lack of a YA designate is to be determined.

The final set of questions asked the librarians about the various attributes of their libraries; or, for comparison purposes, the reality as opposed to the philosophy. While 89 percent of the library staffs welcome their young adult patrons, only 78 percent know who those young adult patrons are. The great majority of the libraries provide a place for the young adults to sit, study, and do research with 74 percent providing a special table or group of chairs and 17 percent providing a separate room or alcove. The table and chairs may be the same ones used by everyone else in the library, and no attempt was made to differentiate a designated seating place from an undesignated one, although it was hoped that the respondents would perhaps label such a designated spot as an alcove. In an effort to find out if the libraries actually did have materials other than books, respondents were asked to indicate if they had at least one of the following categories among their materials: magazines, cassettes, records, career materials. No attempt was made to indicate that the career materials were to be in other than book form. An overwhelming 87 percent indicated that they did have such materials. This percentage was probably increased by the presence of a category for magazines, and these may or may not have been young adult, but where they weren't, they were probably used by young adults anyway.

In attempting to establish a relationship between the philosophy (role) and the reality (what the library actually does) we are not surprised to discover that, by and large, there is a more positive response to those questions concerning role with the actual functions dropping off by percentage points. However, the differences were too slight to make an issue of them and, in general, seem to correlate rather accurately, although programming was an exception.

Librarians were invited to add comments at the end of the questionnaire. While some were critical of the survey, the vast majority felt a need to apologize for their responses. Most frequent comments were: "if we had more time, space or money," "I'm the only staff member here so I have to do everything...." Several librarians reported past bad experiences dealing with young adults while still others commented on the value of the survey in providing some solutions to some of their problems. Two comments were particularly poignant. Both were concerned that the survey readers would consider their libraries not to care and, in one case, even "hate YA's," because the responses showed them to provide little or no service. The issue that most quickly comes to mind is how much is enough service and how little is too little. There is now a committee of YSS preparing standards and guidelines for young adult service in our public libraries. Based on the data from this survey, what enough service is will become clear to all concerned.